REPORT RESUMES

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INNOVATIVE PROGRAMS IN WESTERN NEW YORK SCHOOLS.

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REPORTED ARE 338 NEW PROGRAMS AND OUTSTANDING PRACTICES IN SCHOOL DISTRICTS IN WESTERN NEW YORK. THE BRIEF REPORTS ARE PRESENTED UNDER THE RUBRICS OF ADMINISTRATION, TEACHER UTILIZATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION, PROGRAMS AT BOTH LEVELS, AND SPECIAL EDUCATION. IT IS POINTED OUT THAT THREE-QUARTERS OF THE PROGRAMS ARE FEDERALLY FUNDED. (NH)

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INNOVATION PROGRAMS IN WESTERN NEW YORK SCHOOLS

Three hundred and thirty-eight reports of new programs and outstanding practices established in school districts of the region as reported in a survey conducted by Project Innovation, the Supplementary Education Center for Western New York

Edited and Compiled
By
LAURA G. SEARLS
June, 1967

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FOREWORD

During 1966-67 Project Innovation, funded under Title III of the Elementary and Secondary Education Act and administered by the Western New York School Study Council, has worked to plan the establishment of a regional supplementary education center for the eight county Western New York region.

As part of its work, the project conducted a survey of innovations recently adopted in schools of the region. Also, it asked schools to report on their programs, whether or not new, that they feel are particularly successful or interesting and hence worthy of notice. For purposes of the study, an innovation was defined as a program that is new to the district adopting it.

This pamphlet presents capsule descriptions of the school programs reported in those surveys. The intent of the pamphlet is to facilitate communication among Western New York teachers and administrators concerning programs of interest to them. Each program is discussed very briefly. Those interested in further information about it should phone or write the person named in its description, who can provide them with whatever information they may wish.

For convenience in locating programs of interest they are listed by broad categories in the Table of Contents and by school district and more detailed categories in the Index.

No attempt was made to judge the merits of the programs reported. All are included in this summary except three that asked not to be included pending further experience with their innovations. Undoubtedly there are other exemplary programs in the region and other innovations introduced during the past three years which were not reported due to modesty or oversight. Nevertheless, this pamphlet probably gives the reader an excellent overview of the newer and more exemplary school programs in Western New York.

A later publication will summarize the findings of the survey regarding such factors in school innovation as planning and evaluation procedures used, costs and sources of funds, comments on factors that helped or inhibited the introduction of the innovations reported, and comparisons with the findings of the last such survey in 1960. One striking finding of the survey is worthy of mention here; however, since knowledgeable readers will suspect it upon reading these descriptions. Three quarters of the cost of the innovations reported was paid with federal funds. Federal aid is a very important factor in school innovation in Western New York.

Mrs. Laura Searls, Research Associate, should be commended for her excellent work in the difficult job of summarizing the reports in the abbreviated form required in preparing this pamphlet.

We would like to take this opportunity to thank all those who cooperated in our survey. We hope they find this summary useful. The regional center welcomes suggestions from all sources as to ways in which we may help promote better communication about school problems and programs among the educators of Western New York.

Robert E. Lamitie
Coordinator
Project Innovation

Administration

Attendance and Enrollment Projection

"Five Week Report of Pupil Attendance in City School System" 1

Raymond J. Brecker, Buffalo Public Schools, Erie Co. Phone 842-2390

A lack of an absolute check upon individuals schools in accounting for pupil registration changes led to a revision in reporting pupil attendance. A five week report seeks to reconcile the net registration of the school with the "lefts" and "transfers" taken into account. A record portion seeks to reconcile and count the numbers of teachers on the faculty of the school for budget purposes and teacher-pupil load. The attendance department attests to the greater accuracy of its records as a result of the innovation.

"Central Attendance Register" 2

J. F. Seivert, Cleveland Hill School, Erie Co. Phone TF 6-7200

A central attendance register is maintained at Cleveland Hill School in a single office, with the work done by lay people instead of homeroom teachers. Evaluation of the innovation will be performed after a year of operation under the new procedure.

"Enrollment Projection Procedure" 3

Alexis Muller, Jr., Lockport Public Schools, Niagara Co.
Phone HF 3-2627

The biennial projection of public and private enrollments within the Lockport school district is accomplished through use of a computer and a modified formula which has been developed. The procedure requires averaging the retention ratios from grade to grade for the preceding 10 years, with the averages for each grade level then applied to current enrollment, recent births, and estimated future births to produce estimated enrollment by grade level for the succeeding 10 years. Results are used in long range planning for building needs and personnel and in predicting immediate needs in material and supplies. Verification of past projections has shown results with a net error of .16 of one percent.

"Central Attendance Department" 4

David J. Brown, Olean City Schools, Cattaraugus Co. Phone 373-2660

A central attendance office serves the entire Olean City School system and exists for the purpose of improving attendance of those pupils exhibiting poor attendance habits. It is hoped that the service can be of help to the potential dropout and the under-achiever whose problems may be traced to poor attendance. Other responsibilities of the central attendance office include pupil accounting and, in the future, complete charge of census records and working permits.

Auxiliary Services

"Printing and Duplicating Unit for a City School System" 5

Hugh Johnson, Buffalo Public Schools, Erie Co. Phone 842-3518

Buffalo Public Schools, because of high volume printing requirements and need for immediate availability of forms, have established their own printing facilities. The unit includes a variety of duplicating, copying, and collating equipment, and involves plating and printing per specified specifications, and stock control of all items. Feasibility of the operation is measured by a comparison of costs with commercial firms through cost accounting controls.

"Transportation for Remedial Summer School" 6

Leon H. Swartout, Fillmore Central School, Allegany Co. Phone 567-2251

Students in grades 9-12 at Wellsville Central School who had failed courses during the year were provided with transportation to enable them to attend summer school.

"Split Lunch Period Scheduling" 7

V. S. Marciszewski, Friendship Central School, Allegany Co.
Phone 973-3311

A change in scheduling the school lunch periods at Friendship Central School has been implemented. Two teachers aides and six food service employees have participated in facilitating the innovation. The procedure now involves a schedule whereby grades 4-8 eat in the cafeteria, followed by grades 1-3. While the 7th and 8th grades are having lunch grades 9-12 are in class; during the time grades 9-12 are at lunch, grades 7-8 are in class.

"Use of Government Commodities in School Lunch Program" 8

Evelyn Christ, Lake Shore Central School, Erie Co. Phone 549-2300

Participation in the federal bread program, in which government commodities are used in bread and rolls, has resulted in substantial savings in school lunch costs at Lake Shore Central Schools. Participation in the program involved no change in the quality of bakery product or increased labor costs and has proved to be a satisfactory innovation.

"Communication System for District Transportation 9

Robert H. Brado, Royalton-Hartland Central School, Niagara Co.
Phone 735-3651

A two-way radio communications system at Royalton-Hartland Central School links all school-owned buses and station wagons with a base station in an air-raid shelter and two remote consoles in the transportation and head custodian's office. This safety measure provides immediate contact between these installations as well as coinciding with the system used by Ridge Road Express, their contracted bus company.

"Junior High School Lunch Period Supervision" 10

David M. Nelson, Salamanca City Central Schools, Cattaraugus Co.
Phone 945-2400

A successful innovation at Salamanca Central School is the practice of allowing the junior high boys to report to the gymnasium after eating lunch in the cafeteria. Activities of a non-strenuous nature are supervised by a qualified gym instructor. Teachers report problems of control in a crowded cafeteria dining room considerably diminished and the gym activities are viewed as a privilege.

"Fire Prevention Activities in the Elementary School" 11

A. L. Fricano, Starpoint Central Schools, Niagara Co. Phone 434-8891

Through regularly scheduled fire drills in cooperation with school and fire department personnel, administrators at Starpoint Central observe and define the most efficient way to conduct the drills. The fire alarm is tested by the operation of different alarm boxes and records kept of such tests; blowers and ventilation fans are shut off by individuals assigned to the task upon the sounding of the alarm. Additional activities include participation of fifth and sixth grade students in a fire prevention essay contest.

"Use of Cafeteria Aides" 12

Rocco Lagona, Starpoint Central School, Niagara Co. Phone 434-8891

Two cafeteria aides are employed for 2½ hours per day to help relieve teachers during the lunch period at Starpoint Central School. It is the responsibility of the teachers to bring their classes into the cafeteria and supervise student seating; following this, the cafeteria aides handle supervision with the teachers available for any emergency. After the lunch period, the teacher calls for her students and they return as a group to the classroom.

"Centralized Kitchen for School System" 13

James T. Godry, Sweet Home School District, Erie Co. Phone 634-2233

An innovation at Sweet Home Central School has been the installation of a centralized kitchen or commissary, with transporting and serving equipment bringing school lunches to the seven school buildings in the system. It is felt that substantial savings will be realized, particularly with the lowered cost of cafeteria facilities required in new buildings accompanying district growth.

"Employment of Library, Audio-Visual, School Office and Cafeteria Aides" 14

Gerhard B. Sack, East Aurora Public Schools, Erie Co. Phone 652-2100

Discussion of problems and possible solutions in staffing various areas led to a plan at East Aurora Schools where a non-professional specialist is utilized. On-the-job training with supervision by a professional in the fields of library, audio-visual, school office, and cafeteria work has effectively prepared the aide for a position in the school organization. Various responsibilities include clerical library duties; ordering, processing and accounting for A-V equipment; general typing and duplication work; and cafeteria supervision.

"Introduction of Speech Correctionist and Lowering of Cafeteria Prices" 15

Edward Brewster, Whitesville Central School, Allegany Co. Phone 35

Through the Board of Cooperative Educational Services, a speech correctionist is employed two days per week at Whitesville Central Schools. Another innovation is the reduction of the cafeteria lunch price from 25¢ to 10¢ for certain economically disadvantaged families.

Data Processing

"Item Count Analysis of Standardized Test Performance" 16

Samuel O. Neivert, Lockport City Schools, Niagara Co. Phone HF 3-2627

Pupils in grades 3-8 at Lockport City Schools were administered the Iowa Test of Basic Skills at the beginning of the year, and machine scored answer sheets provided an item count of the percent answering each correctly. On those items where a considerable percent were below the national norm, the concept represented was examined and an attempt made by teachers and principals to strengthen teaching in that area. The machine scoring was of considerable help in diagnosing pupils' academic difficulties, but a problem which arose was in determining feasible expenditures of time and energy in analyzing the items in depth.

"Data Processing in Payroll Accounting" 17

Jim McDonough, Royalton-Hartland Central School, Niagara Co.

Phone 735-3651

Through contract with the Board of Cooperative Educational Services, data processing services have been provided for Royalton-Hartland Central School. This has included writing of the payroll, writing of paychecks, a listing of checks issued, F.I.C.A. reports, retirement reports, and W-2 forms. Evaluation will be concerned with improvement of service to employees and accuracy of reporting.

"Data Processing of Payroll and Payroll Reports" 18

Walter Waterstrat, Starpoint Central School, Niagara Co.

Phone HF 4-8891

Starpoint Central School has contracted with another school district in placing payroll records on their data processing equipment. The contracting agency prepares Starpoint's biweekly paychecks and all necessary payroll records, including federal social security reports, federal and state withholding records, and W-2 forms. The use of this service has eliminated the necessity of increasing staff and accounting costs are predicted to be considerably less.

In - Service Training for Administrators

"In-Service Seminars on Educational Leadership for Newly Appointed Administrators" 19

Dr. J. Norman Harp, Buffalo Public Schools, Erie Co. Phone 842-3685

Fourteen 2-hour seminars are held weekly from November to March for all administrators and supervisors appointed since the previous January in the Buffalo Public Schools. Experienced administrators make presentations on specific topics relating to administration, followed by small group discussions involving new and experienced administrators.

"Superintendents Leadership Seminars"

20

Dr. Lillian Wilcox, Buffalo Public Schools, Erie Co. Phone 842-2366

Leadership seminars for Buffalo Public School staff members interested in professional growth are conducted by the superintendent. A series of six meetings is developed for consideration of case studies or problems with which an administrator might be confronted. Discussion of procedures and policies is the core of each meeting. The large number of registrants in both the 1959 and 1966 series necessitated dividing the membership into two sections: interest has been high and, in general, participants in the earlier seminars are now occupying administrative positions or have been otherwise promoted.

Plant and Facilities

"Professional Reading Room for Staff members"

21

V. S. Narciszewski, Friendship Central School, Allegany Co.

Phone 973-3311

A reading room has been set aside at Friendship Central School for use of the faculty and other staff members. Current educational publications are provided in the professional reading room, which is furnished with a davenport, lounge chair, table, and typewriter. Minor remodeling including new light fixtures and redecorating was required in adapting the room.

"Central Supply, Disbursement, Repair and Tool Loan System"

22

William J. Farrell, Lake Shore Central Schools, Erie Co. Phone 549-2300

A system of central purchase, receipt, storage and disbursement for all consumable items and loan equipment is utilized throughout the Lake Shore Central School District. The "Central Store" is composed of three basic units:
Area I — Open-shelf stock of one case of every commodity that is used throughout the district; Area II — Multiple storage bins for storage (unbroken cartons); Area III — Tool and equipment loan plus repair and development equipment. Various service personnel were assigned to research their own areas of responsibility and make recommendations regarding needs, with brochure and meetings explaining use of the facilities.

"Flood Lighting of the School Athletic Field"

23

Anna Bentley, Ripley Central School, Chautauqua Co. Phone 736-2031

A broad community effort, including the school administration and school board, churches, utility companies, highway department, students and adults, made the project of lighting the school athletic field at Ripley Central School a reality. With the new facilities, it is felt that the total athletic program has been enhanced, with the evening activities enabling more adults to enjoy the program and more students to participate.

"Educational Specifications Committee for New Construction" 24

A. L. Fricano, Starpoint Central School, Niagara Co. Phone NX 2-1550

An educational specifications committee of teachers, administrators, clerical, maintenance, custodial and food service staff members studied all aspects of the educational program at Starpoint Central. The resulting specifications were utilized for a proposed plant to house the program. The favorable response from teachers occupying the new building indicate suitability of classrooms and supporting facilities for the educational program.

Scheduling and School Organization

"Middle School Reorganization of School Program" 25

Irving W. Restorff, Cleveland Hill Schools, Erie Co. Phone 836-7200

Cleveland Hill has revised the elementary and junior high school organization to create a middle school. Included are grades 4, 5, 6, 7 and 8, with all but grade 4 departmentalized. After experimentation, this grade was returned to self-contained classrooms.

"Use of Computer in Junior High Scheduling" 26

Samuel Neivert, Lockport City School District, Niagara Co.
Phone HF 3-2627

Pupils in grades 7, 8, and 9 in Lockport City Schools have been scheduled by means of a computer instead of the previous method of hand scheduling. It has made possible grouping of pupils according to their individual backgrounds and abilities in a particular subject. Planning required the coordinated efforts of guidance counsellors and a data processing specialist.

"A Pilot Plan in Flexible Modular Scheduling" 27

Stewart E. Davis, Maryvale Central School, Erie Co. Phone 633-9770

A pilot program in flexible modular scheduling at the 10th grade level involves non-regents students in Practical Biology, English 10, and World History at Maryvale Central School. The modular students are in the program for six 22 minutes modules and one 44 minute module. The remainder of the day they follow a normal school schedule. The modular schedule varies from day to day and is planned one week in advance by a committee composed of two administrators, one guidance counselor and the three subject area teachers. This committee meets daily to discuss the schedule, student and teacher assignments, and individual students and problems. A large lecture classroom and 3 small classrooms are assigned to the programs.

"Formation of Middle School – Grades 5, 6, 7, 8" 28

James Watkins, Scio Central School, Allegany Co. Phone 593-5038

A gradual approach to a middle school organization is being implemented at Scio Central School, where grade 6 is presently departmentalized and integrated with the 7th and 8th. In perhaps three years or more, it is expected that grade 5 will be included to comprise the Middle School, utilizing completely the team teaching approach. If through experimentation and evaluation with this innovation a much better educational program is not realized, the organization will be re-directed into a 4-6 and 7-9 plan.

"Modular Scheduling in a Senior High School" 29

William W. Sawin, Jr., Williamsville Central Schools, Erie Co.

Phone 634-5300

All pupils in the comprehensive high school serving Williamsville Central Schools are involved in a modular scheduling plan. Prior planning included a description from teachers of the time patterns most suited for better teaching-learning in their classroom situations. Modules of one-half hour are grouped vertically and a number of subjects are taught on alternate days. Introduction of the innovation was prompted by an expressed desire of teachers for better utilization of time and the belief that students could handle "free time" within the modular scheduling.

School and Public Relations

"New Method of Marking and Reporting" 30

Robert W. O'Donnell, Allegany Central School, Cattaraugus Co.

Phone 373-0060

A faculty committee at Allegany Central School developed a new method of marking and reporting. Subjects are classified under two headings: Group A — the more difficult subjects and Group B — other subjects. Group A subjects have a break-down denoting the percentage of students to be graded at each level (A, B, C, D, F), as do the group B subjects. However, no A's are given for the latter courses. Difficulties encountered in the innovation were the objection of teachers to being under "Group B" and having to give a B or lower to excellent students in these classes.

"Scholarship Award for Academic Achievement" 31

Robert W. O'Donnell, Allegany Central School, Cattaraugus Co.

Phone 373-0060

Students in grades 7-12 that have a grade average of over 90% and that are in the top .05% of the class receive scholarship pins that are of special design for Allegany School. If the student can repeat his academic record, he is eligible for other pins with numerals 2 to 6 on them. The students respond well to the award system and the scholarship pin is highly valued.

"The Guidance Policy in Training and Placement in the Buffalo Public Schools" 32

Dr. Louis L. Gitin, Buffalo Public Schools, Erie Co. Phone 842-2381

Through the cooperative efforts of the Community Relations Committee of the Buffalo Public Schools and approval by the Board of Education, a printed statement of guidance policy is issued to all employees. The guidance policy is utilized for staff orientation and informs school personnel of the concern for development of all human resources to their maximum potential and the rights of all without regard to race, creed, color, or national origin. It is seen as representing the experiences of many years in helping young people in a wise choice of vocation and guiding their entrance into employment.

"Handbook on Personnel Policies" 33

Herbert Schirmer, Buffalo Pubic Schools, Erie Co. Phone 842-2376

A personnel policies handbook has been developed and distributed to all administrative personnel in the Buffalo Public Schools system. It serves as an authoritative guide to administrators in their role as advisor to members of the staff as well as a reference source for all professional personnel seeking information in this area.

"School Publications as Reflections of Education Program" 34

Dr. Lillian Wilcox, Buffalo Public Schools, Erie Co. Phone 842-2366

Parents, staff members, and the general public are kept informed of the Buffalo Public Schools programs of education through publications developed over a period of years. Staff members participate in the planning and production of the brochures which include such titles as "Off to a Good Start", "Welcome, New Teachers", "Budget Brochure", and "School at Work". Some publications, such as "Our Best", are show cases for outstanding student work.

"Superintendent's Teacher Advisory Committee and Superintendent's Administrators Advisory Committee" 35

Dr. Lillian Wilcox, Buffalo Public Schools, Erie Co. Phone 842-2366

An "open line" of communication between the Buffalo Public Schools superintendent and teachers and administrators is maintained through the establishment of two committees: Superintendents Teacher Advisory Committee and Superintendent's Administrators Advisory Committee. With a membership of about 20, the committees meet on call four or five times a year to discuss topics raised by the members or by the administrative staff. The superintendent is made aware of problems and secures the "grass roots" advice of school personnel at different levels of operation

"The Community Relations Policy in the Buffalo Public Schools" 36

Dr. Lillian Wilcox, Buffalo Public Schools, Erie Co. Phone 842-2366

Prepared by the Community Relations Committee of the Buffalo Public Schools, a statement of policy has been set forth in booklet form and distributed to all employees. It is felt that the necessity for sensitivity in this critical area and a need for constant awareness of the principles involved in the practice of community relations is of great importance. The fostering of good human relations is described as both an ordinary and special obligation of the school.

"Total Promotion Program for Extra Curricular Activities" 37

Chester Tomczak, Depew School District, Erie Co. Phone 683-7530

Response to the problem of poor attendance and support of plays, athletic events, concerts and other worthwhile student-faculty activities at Depew School resulted in a faculty brain-storming session in seeking possible solutions. Two temporary committees were established – publicity (posters, slingers, newspaper, radio media) and promotion (tickets, house to house communication, transportation). Increased community involvement was indicated by the greater numbers in attendance at the next dramatic presentation, which resulted in a decision to form standing committees for promotion and publicizing of school events.

"Student Court for Grades 7 - 12" 38

Dayton Murray, Canaseraga Central School, Allegany Co. Phone 545-642

Joint efforts by the student council and principal at Canaseraga Central School resulted in a student court which has been effectively operated for over six years. Committee responsibility was delegated for the tasks of setting up guidelines for criteria of infractions to be brought before the student court, the establishment of disciplinary regulations, and determining actual court procedure for the hearings. The student court is made up of six members selected from the high school student council and is charged with hearings for minor disciplinary infractions.

"School Information as Public Relations" 39

Marjorie Schwartz, Griffith Institute & Central School, Erie Co. LY 2-2851

Released time has been given an interested English teacher at the Griffith Institute so that she may have an opportunity to write informational and human interest stories for the local papers, national professional magazines, and various school publications. The additional press coverage of school activities has evoked favorable community comment and has aided the school administration in its public relations.

"Follow - Up for High School Graduates" 40

Lavern Phillips, Ripley Central School, Chautauqua Co. Phone 736-2021

Graduates of Ripley and Sherman Central Schools for the years 1961, 1962, 1963, and 1964 have participated in a follow-up study of their activities. The survey was based on a questionnaire designed to provide the school with a brief employment and higher education record of graduates during the four year period. The survey instrument included questions on military service, marriage, number of children, average attained in last semester of college, school subjects considered to be of most value, future plans, what they would have done differently in high school, extra curricular activities, and general comments. Results of the study will be used in counseling and curriculum development.

"Board — Faculty Negotiations" 41

Dr. Robert T. Robinson, Starpoint Central School, Niagara Co. NX 2-1550

A procedure for conducting negotiations between the Board of Education and the Starpoint Teachers Association has been implemented. A Professional Relations Committee of the Board of Education meets with representatives of the Teachers Association in considering the educational programs, general working conditions, personnel policies, and the review of all negotiating procedures. The Salary Committee has its area of jurisdiction negotiations concerning the base salary schedule, fringe benefits, and extra curricular payments. Higher teacher morale has been noted as a result of the innovation.

"Spartana — A Board of Education Newsletter" 42

Dr. Robert T. Robinson, Starpoint Central Schools, Niagara Co. Phone 434-8891

Four times a year a staff composed of professional persons and citizens of the district meet to prepare articles for a school-community publication, *Spartana*. It is then printed and mailed to each citizen of the district. The newsletter fulfills a need felt by district residents to be informed of school activities, of particular importance since Starpoint is not a town or village and the school district is composed of representatives from diverse areas.

"Graduate and Drop - Out Survey" 43

Harold B. Smith, Jr., Starpoint Central School, Niagara Co.

Phone 434-8891

To satisfy a felt need for evaluation of the school program as seen by students who have completed or terminated their secondary school education, questionnaires were sent to all graduates and drop-outs of Starpoint Central School from 1958-1965. The primary objective was to evaluate curriculum and service during that period based upon the experience of former students. A summary of the data will be made available to staff, administration, and the Board of Education.

Teacher Recruitment

"Industrial and Business Recruiting Aid for the Public School System" 44

H. P. Schirmer, Buffalo Public Schools, Erie Co. Phone 842-2376

Because the practice of large firms is to frequently transport employees around the nation, the Buffalo Public Schools is publicizing openings for wives of these transferred employees. Letters have been sent to the officials of 25 of the largest companies in the Buffalo Metropolitan Area advising them that their employees' wives, if certified and/or experienced in public school teaching, are welcome to apply for positions in the Buffalo Public Schools. The process has not yet been evaluated. but success will be measured by the number of qualified applicants actually employed as a result of the practice, their performance as teachers and their length of service in the schools.

"Teacher Recruitment Brochures" 45

Clifford N. Crooks, Clarence Central School, Erie Co. Phone 759-8311

Clarence Central School has produced two brochures to encourage the recruitment of teachers for their district. The quick-to-read, eye-appealing publication gives information on the advantages of living in the Clarence area as well as salary schedule and teacher benefits available. Results observed since using the brochure include new sources of personnel and a lower percentage of teachers hired from local institutions. The experience level of new employees has been raised, on the average, by nearly a year and a half.

"Recruitment of Teachers" 46

A. L. Fricano, Starpoint Central School, Niagara Co. Phone NX 2-1550

An administrative council decision responding to a need for an improved teacher recruitment program has brought several innovations at Starpoint Central Schools. Visits to area colleges are made by principals who discuss Starpoint with possible candidates, conduct private interviews and extend an invitation to visit Starpoint. Colorful, descriptive brochures designed by several art teachers are given or mailed as a recruitment device which attracts attention and answers many preliminary questions.

Teacher Utilization
Aides

"Utilization of Teacher Aides" **47**

W. W. Covell, Belfast Central School, Allegany Co. Phone 365-2646

Two teacher aides have been employed at Belfast Central School in order that the regular teacher may give more time to individual pupils and their particular learning needs. Evaluation of the innovation is planned in terms of student achievement test comparisons with previous years.

"Use of Teacher Aides" **48**

V. S. Marciszewski, Friendship Central School, Allegany Co.
Phone 973-3311

Friendship Central School has benefitted from the use of teacher aides, available as assistants in grades K-12. In the elementary school, the aides collect lunch money and at the junior-senior high level, they relieve the teachers of study hall duty. They also function in helping to monitor the cafeteria and halls. It is felt that an important benefit is the increased availability of teachers when students need extra help.

"Teacher Aides in Science and Foreign Language" **49**

Abraham Cutcher, North Tonawanda City School District, Erie Co.
Phone NX 4-3200

In the North Tonawanda Junior High a science aide assists with the review and grading of assignments and tests, preparation of A-V aids, departmental orders, repairs, inventory, stock-keeping, supervision of student projects and lab work, science assemblies, and field trips. In the language classroom, a teacher aide operates the lab for pupil, teacher, and class use.

"Teacher Aides for Selected Kindergartens" **50**

Carl Fenwick, North Tonawanda City School District, Niagara Co.
Phone NX 4-3200

Teachers aides have been assigned in the North Tonawanda City Schools to kindergartens serving areas with a high concentration of low-income families. This was conceived as a follow-up to the Headstart program during the previous summer, and assists teachers in schools with a sizeable percentage of educationally disadvantaged children.

"Future Teachers of America Students as Teachers Aides" **51**

Anna Bentley, Ripley Central School, Chautauqua Co. Phone 736-2021

Upon request of elementary teachers, students who are members of the Future Teachers of America offer their services in clerical and audio visual work, as library or nurses aides, individual pupil tutoring, reading stories aloud, and assisting in book fairs and special programs. This experience has provided the opportunity for students to appraise their own aptitudes for teaching, to explore a possible career, and to utilize the training as future church workers, homemakers, and parents.

"Teacher Aide Program" **52**

Alfred G. Gordon, Tonawanda City School District, Erie Co.

Phone 694-2600

A program of teacher aides for the elementary and secondary schools in Tonawanda City has been established to help relieve classroom teachers of routine non-educational functions. Selected by the principals of the buildings in which they work, these non-certified adults assume the non-instructional duties of teachers so they may devote more of their day to the demands of teaching.

Assignments

"Same Teacher Assignment — First & Second Grades" **53**

Vincent C. Espersen, Akron Central School, Erie Co. Phone 542-5416

A practice which has been followed successfully for twenty years at Akron Central School is that of having a teacher remain for two years with the same group of children. The primary teachers move with their first grade class into the second grade, and then back to another first grade class. Teachers involved in the program have felt that knowing the children's strengths and weaknesses reduces the number of failures and the opportunity of working with a child a second year has educational value.

Curriculum Development

"Adaptation of State Syllabus in English" **54**

Mrs. Ruth N. Holmes, Barker Central School, Niagara Co.

Phone 795-3201

Teachers from grades two, four, nine and twelve at Barker Central School adapted to local conditions the New York State syllabus in English during a summer work session. Emphasis was placed on methods and materials needed for the low ability or culturally deprived student, utilizing suggestions made at the 1965 Vassar Workshop for Language Arts. Pilot use of the program stressed the secondary level. In addition, two grade teachers are now implementing the program.

"Teacher Manual as Preparation for Youth Concerts" **55**

Carroll C. Geiger, Buffalo Public Schools, Erie Co. Phone TF 3-9138

As a means of preparing pupils in grades 4-8 for intelligent listening at concerts presented for the Buffalo Schools, program notes are written and published in a book form and supplied to music teachers for advance study. These teachers with a specialized background present the material in regular music classes, enabling the students to have a true educational experience and not merely entertainment through attendance at the concerts.

"Summer Curriculum Development" **56**

John O'Neill, Clarence Central Schools, Erie Co. Phone 759-8311

Teachers are employed during the summer from one to three weeks to revise and develop curriculum programs at Clarence Central School. Recently the nongraded guide for levels 1-5 was revised and a guide for levels 6-10 was developed. This work spanned all of the skill and content areas ordinarily presented in grades K-3. Supplementary math notebooks were also developed for grades K-6.

"Elementary School Mathematics Notebooks" 57

Robert G. Stillwell, Clarence Central Schools, Erie Co. Phone 759-8311

The Elementary School Mathematics Committee, made up of nine classroom teachers and one mathematics coordinator, collected materials dittoed by teachers to provide additional practice, supplement the text, and to cover material in the New York State syllabus not in the text. The coordinator and two classroom teachers prepared photo-offset mats of selected materials which was duplicated and assembled into notebooks for the six grade levels. Teachers then prepared ditto-masters of selected pages for use in their class.

"Revision of K-8 Curriculum and Materials" 58

James E. Boyd, Cuba Central School, Allegany Co. Phone 968-1760

A new science program at Cuba Central School involved revising the science curriculum and purchasing new books, audio-visual machines, laboratory and other materials. An integral aspect of the program is a bi-monthly after school in-service workshop for teachers using the new materials. It was felt that a professional resource person would have accelerated implementation of the program.

"Establishment of a Curriculum Center for Teachers" 59

Leon H. Swartout, Fillmore Central School, Allegany Co.
Phone 567-2251

Planning by the guidance director, elementary, and supervising principal for a curriculum center is being undertaken at Fillmore Central School. To aid teachers in the performance of their professional duties, it is designed to serve teachers in grades K-12. A curriculum textbook library, reference materials, and duplicating equipment are to be provided for the use of the faculty and staff.

"Continuous Curriculum Development, Secondary Level" 60

R. J. Gladieux, Kenmore Public Schools, Erie Co. Phone TR 7-6800

Proposals for curriculum revision at Kenmore Public Schools are received by the Secondary Curricular Council from many sources: classroom teachers, administrators, Board of Education, the community. These suggestions are then screened by the Council; if a proposal has feasibility and merit, a summer workshop is held at which time a teacher committee develops a curriculum guide. This is in turn scrutinized by the principal, superintendent, and Board of Education, which services as a form of evaluation before the new program is implemented.

"Curriculum Development and In-service Education through Curriculum Committees" 61

Harry G. Roberts, Kenmore Public Schools, Erie Co. Phone 877-6800

In grades K-6 at Kenmore Public Schools, basic subject areas such as math, social studies, language arts, and reading have been revised through curriculum committee activity. A basic procedure was to establish a committee for each, representing an organizational cross section as well as all grade levels, K-6. A State Education Department specialist brought guidance and direction to an initial committee session. Regular meetings throughout the school year culminated in a selection of several basic textbook series, which were then explained in detail by each publisher. A recommendation for textbook selection was made to the Board of Education, a summer workshop acquainted representatives from each school with the new materials and concepts, and local in-service programs were then conducted to further implement the program.

"Curriculum Development by Staff during Regular School Day" 62

Candance Doelman, Lockport City Schools, Niagara Co.
Phone HF 3-2627

As a result of pooled suggestions from the Teacher Coordinating Committee and school administrators at Lockport Public Schools, a plan was devised to release selected secondary teachers for subject areas needing review and revision. Substitutes were provided in the classroom while the released teachers worked on curriculum development in workshops during the school day.

"The Teacher Coordinating Committee—A Secondary In - Service Activity" 63

Candance Doelman, Lockport Public Schools, Niagara Co.
Phone HF 3-2627

With the inception of the coordinated type of secondary program in the Lockport Schools, the need to provide an opportunity for teachers to actively share in the planning through representation from the eighteen secondary subject areas was apparent. Monthly meetings involve a discussion of curriculum, resources and evaluation; communication among teachers, departments, schools, and administration; and recognition of human relations and the need to involve people in their own professional growth.

"System - wide Curriculum Council with Released Time" 64

John P. Karan, Lockport Public Schools, Niagara Co. Phone HF 3-2627

A system-wide curriculum council in the Lockport Public Schools is involved in making recommendations to the Superintendent and Board of Education regarding the total instructional program. This includes organizing and disseminating curriculum information, organizing in-service education programs, making recommendations as to areas in which intensive curriculum studies will be made from year to year, and developing handbooks and curriculum guides. The council meets once a month, with ½ day substitutes provided for the curriculum council classroom teachers.

"Instructional Resource Center for K-12" 65

John Kerwin, North Tonawanda City Schools, Niagara Co.
Phone 692-9150

The City School District of North Tonawanda has developed an audio-visual center and provides equipment, materials and in-service leadership for appropriate use of the instructional aids. The center, administered by a director and supportive staff including a graphic arts specialist, has experienced a rapid acceleration in use by teachers in the 20 schools involved. New facilities included a rented store building and duplicating, audio-visual, graphic arts, transportation, and clerical equipment.

"Establishment of a County Film Library" 66

W. J. Farnsworth, Sole Supervisory District of Allegany Co.
Phone 268-7693

A film library has been organized for use of schools in Allegany County. The 550 available instructional films cover all grade levels and nearly all subject area. A communications coordinator operates the library with secretarial help. The project has facilitated the audio-visual program in the schools by enabling teachers to more accurately schedule film showings in their classrooms.

"Instructional Materials Evaluation Project" 67

Adolph Kapuza, Tonawanda City School District, Erie Co.
Phone 694-2600

Workshops and curriculum writing projects have brought to the attention of Tonawanda City School teachers the need for a greater variety of instructional materials. This, coupled with the fact of an increased amount of such materials being published, led to plans for a concerted effort of evaluating available materials. A curriculum room was established in the junior and senior high schools to facilitate access to sample materials on display and a summer project of evaluation was undertaken. Teacher reaction proved to be highly favorable to the program's benefits.

In - Service Education

"Educational Communications Seminar" 68

Joseph Plesur, BOCES, First Supervisory District, Erie Co.
Phone 634-6800

Audio-visual coordinators from schools in the BOCES Erie No. 1 area have been assisted in their handling of new processes, materials and equipment through participation in a seminar. The BOCES educational media specialist and materials production supervisor conducted the educational communications seminar of 12 sessions.

"Training and Utilization of Child Behavior Consultants in the Schools" 69

Roger Reger, BOCES, First Supervisory District, Erie Co.
Phone 634-5620

A BOCES Erie No. 1 six week summer in-service training program involved the service of psychiatric, psychological, social welfare, and curriculum consultants. Designed to train child behavior consultants in the schools, the participants were generally classroom teachers who had been selected by their local schools for the special instruction. In the following year, training continued through the BOCES project while the teachers also worked directly with children or through other teachers in the classroom in order to prevent serious educational and personal problems where difficulties in learning and behavioral adjustments were displayed.

"Demonstration School in a Culturally Deprived Area" 70

Helen K. Burns, Buffalo Public Schools, Erie Co. Phone TL 4-7357

Children in a neighborhood school located in a culturally deprived area of Buffalo are benefitting from a program in which its facilities are utilized as a demonstration school. The primary purpose has been stated as the improvement of reading ability, accomplished through the use of varied techniques, as well as compensatory service in gym, art, music, remedial reading, remedial math and speech. A secondary purpose of the program is to serve as a demonstration center for good teaching practices for newly assigned elementary school teachers. The demonstration classes are presented by superior teachers and supervisors in a setting emphasizing variety in teaching techniques and audio-visual aids.

"The In - Service Education for Teachers of the Educationally Deprived"

71

William Fairlie, Buffalo Public Schools, Erie Co. Phone 842-3685

A program sponsored by the Buffalo Public Schools provided for a service of special in-service teacher education courses. Conducted by school, college and community personnel, the courses were designed to acquaint teachers with the characteristics and needs of educationally disadvantaged children and instructional methodology effective with these children. A special text and supplemental books dealing with the educationally disadvantaged were used as reference material by the teachers.

"The Reading Center of the Buffalo Public Schools"

72

James M. Lang, Buffalo Public Schools, Erie Co. Phone 842-4696

The Buffalo Public Schools have designated one building as a Reading Center, housing three types of programs: in-service training of teachers, improvement of the developmental reading program K-12, provision of diagnostic, remedial, and corrective services to pupils with special reading difficulties. By insuring sound reading instruction at all grade levels, with particular emphasis upon the primary grades, it was felt that the growing tide of remedial problems could be checked. Model demonstration classroom and clinical facilities include visual, auditory, and textural materials for workshops and in-service training sessions.

"Demonstration Center for Teachers of the Mentally Retarded"

73

John E. Paupst, Jr., Buffalo Public Schools, Erie Co. Phone 842-2373

A professionally supervised demonstration center for in-service training of teachers of the mentally retarded has been established by the Buffalo Public Schools. Emphasis is placed on the translation of observed data into functional programs, methodologies, and instructional materials. Demonstration lessons in all facets of the curriculum are observed by the visiting teachers, who are provided with substitute teachers during at least one 5-day period in order for them to devote full-time to self-improvement while at the center.

"Reading Intern Program for Teacher Training"

74

Eugene T. Reville, Buffalo Public Schools, Erie Co. Phone 842-2841

Fifteen certified permanent contract teachers selected for superior ability were trained at Buffalo's reading center by three reading specialists. Teachers "practice taught" in summer remedial programs in the morning and were instructed in seminars in the afternoon. Their training continues on a weekly basis throughout the school year.

"Summer Curriculum Workshop in Meeting Needs of the Disadvantaged Pupil"

75

Dr. Joseph Vocolo, Buffalo Public Schools, Erie Co. Phone 842-4685

A summer curriculum workshop in the Buffalo City Schools had as a primary concern the identification of the special needs and problems of culturally and educationally disadvantaged children from inner city schools. The teachers, in developing courses of study and materials to more effectively teach such children, were also provided an excellent in-service activity. Health, education, math, science, music and homemaking were curriculum areas explored, with courses of study developed by the teachers in the workshops later used by teachers throughout the system working in core area schools.

"Teacher Seminar in Modern Mathematics" 76

Howard L. Howbridge, Belmont Central School, Allegany Co.
Phone 268-7244

A need for training of teachers in modern math was recognized at Belmont Central School. An in-service training seminar covering 20 sessions was directed by a retired professor of mathematics and involved all teachers of math from K-12. Evaluation of the program indicated that a gradual introduction of the new math starting with the lower grades would eliminate difficulties encountered in offering it at all grade levels simultaneously.

"In - service Reading Workshop" 77

John O'Neill, Clarence Central Schools, Erie Co. Phone 759-8311

An in-service reading workshop is aimed at improving reading instruction in the Clarence School system at the elementary level. A series of 20 meetings is planned to deal with topics ranging from the construction and use of informal reading inventories and flash tests to teaching specific word attack skills. Each of the sessions, regardless of the specific topic, will stress the tri-basal reading program developed in the system. The three reading teachers are responsible for presenting the workshop, with outside resource people called in to deal with specific topics.

"In-service Education in Elementary Mathematics" 78

Gary Sack, East Aurora Public Schools, Erie Co. Phone NL 2-1000

A local instructor selected by the East Aurora Schools was required to attend a summer workshop to prepare for the in-service program. Sixteen elementary school classroom teachers then participated in thirty sessions, two hours in length, including units in the History of Numeration; Structure of Number Systems; Addition, Subtraction, Multiplication and Division of Whole Numbers and Fractions; Measurement; Geometry, and Problem Solving. Three hours of in-service credit was given for teacher participation.

"Program of Continuous In - Service Education" 79

R. J. Gladieux, Kenmore Public Schools, Erie Co.

Kenmore Public Schools have developed a program for continuous in-service education at the secondary level. Steps employed were as follows: establish in-service needs, develop a program, obtain instructors from both within and outside local staff, select a time and place, implement the program. In general, a unit of in-service credit is granted by the local board of education for each 15 clock hours of active participation. The program is voluntary on the part of the participating teachers, but the credit may be used for salary increment purposes.

"Coordinated Preparation of Local Examinations" 80

Candance Doelman, Lockport Public Schools, Niagara Co.
Phone HF 3-2627

The preparation of local exams in the Lockport Schools is organized through teacher committees selected by the Secondary Teacher Coordinating Committee. The exams are set up through directions given in a specially prepared bulletin; they are then reviewed and evaluated by the coordinator and subject chairman against the objectives of the course. All final exams are duplicated and made secure by the coordinator's office. As part of the in-service training and supervision given all non-tenure teachers, their techniques of testing are appraised.

"Elementary Science In - service Program" 81

Denis C. Kingsley, Lockport Public Schools, Niagara Co.
Phone HF 3-2627

Elementary teachers participating in the in-service program in science at Lockport Public Schools attend five one-hour sessions planned for each grade level. All apparatus and written materials are furnished to participating teachers who engage in a discovery approach to the various concepts introduced. An objective of the in-service training is to better prepare teachers in both subject and methodology and encourage them to devote adequate classroom time to this area of instruction.

"In-service Math Program for Teachers" 82

Ulysses Busmalis, Niagara-Wheatfield Central School, Niagara Co.
Phone 731-3241

Teachers in grades K-12 at Niagara Wheatfield Central School can participate in a 30-week in-service course offered each year in mathematics. The program is known as the New York State Regional Program in Mathematics for Elementary School Teachers and is sponsored jointly by the Bureau of Teacher Education, State Education Department, and the Niagara Wheatfield School District. The objectives of the program are to "sell" teachers on the new mathematics approach and to communicate the method, vocabulary and techniques appropriate to its instruction.

"In - Service Program in Science" 83

Vincent Rizzo, Niagara-Wheatfield Central School, Niagara Co.
Phone 731-3241

Both physical and biological science were emphasized in a Niagara-Wheatfield Central School in-service program, particularly aimed at the needs of elementary teachers. The 30 hour program was implemented over a 15 week period with two hour sessions planned for the participating teachers. A greater knowledge of subject matter with sources of information and materials for teachers to use in class was stressed in the in-service training.

"Summer Institute for Improvement of Reading and Social Studies" 84

James Miller, Olean Public Schools, Cattaraugus Co. Phone 372-2660

The improvement of instruction in reading and social studies was the goal of a summer institute at Olean City Schools. A demonstration class in reading was taught by one of the Olean staff with the purpose of showing new techniques and equipment that might be used to improve the students' performance and interest in reading. The social studies courses were designed to improve instructional competence in the non-European culture areas. Guest lecturers were a feature of the institute.

"Professional Growth Activities" 85

Dr. R. T. Robinson, Starpoint Central School, Niagara Co.
Phone HF 4-8891

Professional growth (or in-service activities) are conducted about eight times a year at the Starpoint Central School. Based upon expressed teacher needs and desires, the programs are scheduled during the school day and are 60-70 minutes in duration. In order to accommodate all teachers, the same program is presented twice. Whenever possible, the professional growth programs are compiled in booklet form such as a recent activity concerning classroom testing and evaluation.

Orientation

"Teacher Aide Program" 86

Wilbur E. Unger, Buffalo Public Schools, Erie Co. **Phone 842-3641**

Teacher aides in three categories — clerical, monitor-proctor and kindergarten--were employed by the Buffalo Public Schools to assume time-consuming, non-instructional duties previously performed by teachers. The program, involving 241 aides, is supervised by school administrators and teachers as well as a project administrator and two assistants. The innovation has enabled teachers to spend more time on preparation, actual instruction and individual guidance.

"Orientation for New Teachers" 87

James Ballard, Clarence Central School District, Erie Co.
Phone 759-8311

The Clarence Central School conducts a two-day orientation program for new teachers. One day is diverted to a system-wide orientation where items of interest to all teachers are reviewed. Topics concerned are district growth and development, system organization, retirement, fringe benefits, facilities and services. The P.T.A. cooperates in the program by holding a tea at the end of the day. The second day of orientation is spent in the individual buildings where topics pertinent to the teachers' actual assignments are discussed.

"Grade Level Meetings of Teachers" 88

A. L. Fricano, Starpoint Central School, Niagara Co. **Phone 434-8891**

A felt need by teachers in Starpoint Central School for those in a particular grade level to get together and discuss problems of curriculum, trends, and topics of mutual concern has resulted in such meetings being held now throughout the year.

"Grade Representative Meetings" 89

A. L. Fricano, Starpoint Central School, Niagara Co. **Phone 434-8891**

Throughout the year at Starpoint Central School grade representative meetings are held and attended by one teacher from each grade level. The responsibility of this group representative to pass information to teachers within their grade level has made it possible to keep faculty meetings to a minimum.

"New Elementary Teacher Orientation Program" 90

A. L. Fricano, Starpoint Central School, Niagara Co. **Phone 434-8891**

All teachers new to the elementary school program at Starpoint Central are asked to come in on a voluntary basis for a full day orientation program prior to the beginning of the school year. The primary objective is to acquaint the new teachers with basic procedures and personnel who provide supporting services in the school situation.

"New Secondary Teacher Orientation Program" 91

Dr. R. T. Robinson, Starpoint Central Schools, Niagara Co.
Phone 434-8891

All teachers new to the Starpoint School are asked to come in on a voluntary basis for a full day orientation program prior to the beginning of the school year. The primary objective is to acquaint the new teachers with basic procedures and personnel who provide supporting services.

Elementary Education

Curriculum Enrichment

"Project Horizon – ETV for Grades K-3" 92

Seymour B. Abeles, Buffalo Public Schools, Erie Co. Phone 842-3179

Strong instructional and developmental values underly a television series produced and aired under the name "Mr. Whatnot" by WNED-TV, Buffalo. Aimed at economically disadvantaged children in target area public and parochial schools, the varied programs include live zoo animals, filmed field trips, story telling, puppets, art, music and do-it-yourself demonstrations. With additional Buffalo schools requesting receivers and schools outside the city viewing the series regularly, the program is considered to be a highly successful project.

"A Kindergarten Enrichment Program" 93

Harold Axelrod, Buffalo Public Schools, Erie Co. Phone 834-1419

Children from the Buffalo core area schools have benefitted from an enriched kindergarten program. Reading readiness is enhanced through a program developed by the school reading specialist and community resources are utilized through sixteen selected field trip experiences.

"Small Ensemble Concerts Through Young Audiences, Inc." 94

Carroll Geiger, Buffalo Public Schools, Erie Co. Phone 842-2353

Music appreciation is enhanced for Buffalo students in grades 4-6 through an informal atmosphere of small ensemble presentations. The Young Audiences musicians perform in the school and include demonstrations of the various instruments as an added learning experience for the children. A genuine interest in the performance is evidenced by the many requests for return engagements in the schools.

"Project Opportunity – Enrichment through Audio Visual Aids in Inner City" 95

Stephen R. Kraus, Buffalo Public Schools, Erie Co. Phone 842-3178

Project Opportunity is a program aimed at providing exemplary audio-visual facilities at seven elementary schools in the inner city. Each teacher is given his own projection equipment and audio-visual specialists aid in selection and utilization of film and filmstrips. Pupil achievement will be compared at the end of the project year with previous years; interviews and direct observation will also be used to determine results of the program. Teacher surveys ascertaining needs and problems in use of audio-visual materials will also aid in evaluation.

"Portable Elementary Art Gallery" 96

Denis C. Kingsley, Lockport Public Schools, Niagara Co.
Phone HF 3-2627

The Shorewood Portable Elementary Art Gallery and an independent collection of artifacts is used in the Lockport Public Schools to enrich the cultural background of elementary students. Art appreciation is enhanced as materials are exhibited on a rotating basis in each school and art teachers utilize them in their classroom teaching.

"Elementary Field Trips for Curriculum Enrichment" 97

Mrs. Margaret R. Pierce, Salamanca City School District, Cattaraugus Co.
Phone 945-1883

Children in grades K-6 in the Salamanca City School participate in a coordinated schedule of field trip experiences throughout their elementary years. Curriculum enrichment is provided through visits to such places as the Buffalo Zoo, airport, science and historical museums, Kinzua Area Devlopment project, and Albright-Knox Art Gallery. The experience includes aspects of motivation, study and follow-up evaluation.

"Creative Writing Publication in Elementary Grades" 98

Jean Cosentino, Starpoint Central School, Niagara Co. Phone HF 4-8891

"The Spark", a booklet of creative writing and art work from selected contributions of elementary pupils, is a school publication at Starpoint Central. The collected material is the result of opportunities offered through regular classroom and art course work, and has been successfully sold for a nominal cost to students and the public to meet publication costs.

"Elementary School Science Fair" 99

Jean Cosentino, Starpoint Central School, Niagara Co. Phone HF 4-8891

Planning has been shared by the elementary student council in preparing for a science fair at Starpoint Central School. Projects developed as an outgrowth of the science programs are shared by students and the general public during a week of exhibition and demonstration.

"Grade Six Attendance at Buffalo Philharmonic Youth Concerts" 100

Jean Cosentino, Starpoint Central School, Niagara Co.
Phone HF 4-8891

Attendance at the youth concerts at Kleinhans Music Hall by sixth grade students at Starpoint Central School has provided a cultural and music appreciation experience. A program booklet from the Philharmonic is used by music teachers in preparing students for the field trip. Classroom discussion, parent enthusiasm, and continued Board of Education support has indicated approval of the program.

"Annual Elementary School Art Fair" 101

A. L. Fricano, Starpoint Central School, Niagara Co. Phone NX 2-1550

Art work by elementary children at Starpoint Central School is collected throughout the year for an annual art fair display. The student council and advisors assume responsibility for organization of the fair, arranging displays, and issuing invitations. Special interest by the art staff, the children's response, and support of the administration has facilitated the program.

"Instrumental Music Instruction for Grades 4, 5, and 6" 102

Mrs. Carol M. Scott, Kenmore Public Schools, Erie Co.

Phone 652-4370

Children in grades 4, 5 and 6 at Kenmore are given musical aptitude tests, and those who have shown ability and interest discuss and try out the various musical instruments. Under the direction of the teacher and with the consent of the parent, an instrument is chosen and a weekly lesson given at the school with the opportunity of playing in the elementary orchestra. Pupil interest is high and the basic skills are accomplished before entrance into the junior high with its demanding academic program.

Grouping Practices

"Ungraded Primary Program" 103

Robert W. O'Donnell, Allegany Central School, Cattaraugus Co.

Phone 373-0060

All students normally registered in grades 1-3 participate in the ungraded primary program at Allegany Central School. Children are grouped mainly by their reading level, with regrouping occurring each quarter of the three years to enable pupils to work with others near their own ability level. For those unable to achieve at grade level after the end of three years, there is a continuation of another year before going into the 4th grade.

"Special Progress Classes for Academically Gifted Students" 104

Howard S. Van Hoff, Buffalo Public Schools, Erie Co. Phone 842-4665

Special classes and curriculum for academically gifted pupils have been designed by the Buffalo Public Schools to broaden and deepen the learning experiences related to the basic content of the regular courses of study. They are planned to provide for satisfaction in achievement consistent with capacity, to encourage and commend extra effort, independent study and research and personal initiative, and to pursue studies in greater depth and breadth. The program is designed to coordinate with the high school honors program in grades 9-12.

“Continuous Progress Primary Plan”

105

John O'Neill, Clarence Central Schools, Erie Co. Phone 759-8311

All subject areas in grades K-3 are included in the continuous progress primary plan in Clarence Central Schools. Described as an attempt to individualize instruction, the program involves a great variety of materials. Parent orientation to programs was presented in all schools prior to the implementation of the plan with a special booklet developed to provide further explanation. A pilot program which was evaluated over a three year period compared the achievement of children in the experimental program with those participating in the traditional grades organization. Results indicated that children in the experimental group scored on an average in reading four months better and, in arithmetic, nine months better than the control group.

“Non - graded Primary Program”

106

Walter Heffley, Cleveland Hill Schools, Erie Co. Phone TF 6-7200

All pupils enrolled in the first three years of school are included in the Cleveland Hill non-graded program in which students are grouped on the basis of reading achievement. The purpose of this pattern of organization is to provide a single learning program through which children can progress according to their own ability and achievement. Goals and guides are set up for each level and pupils who complete the level in less than three years carry on an advanced program in the primary school, providing better placement through increased flexibility.

“Non - graded Exceptional Third and Fourth Grade Pupils”

107

George W. Oliver, East Aurora Public Schools, Erie Co.
Phone 652-6612

Third graders who completed 3^1 reading by the end of 2nd grade and 4th graders who were at 4^1 reading level at the end of third grade, work with one classroom teacher on a non-graded basic program in East Aurora Public Schools. These children receive reading and arithmetic instruction on the level at which they can experience success. Their spelling program involves the multi-graded speller approach which enables them to proceed at their own rate. The group receives instruction in social studies and science utilizing the content of the fourth grade curriculum.

“Use of Subject Area Specialists in Grade Six”

108

Mrs. Carol M. Scott, East Aurora Public Schools, Erie Co.
Phone 652-4370

All students in grade 6 at East Aurora Public Schools are divided into four groups with one teacher assigned to each group. The teachers involved have training and a special interest in one of the special subject areas — math, science, reading skills or language arts (composition, grammar, writing and spelling). Each teacher presents social studies and her special subject area to her homeroom group, and her special subject to each of the three groups on an assigned period schedule. The specialization was felt to stimulate the grade 6 children through the experience of moving from one teacher to another and more adequately prepare them for a departmentalized program at the junior high level.

"Departmentalized Teaching of Math and Social Studies in Grade Five" 109

V. S. Marceszewski, Friendship Central School, Allegany Co.
Phone 973-3311

The program of specialized instruction at Friendship Central School at the fifth grade level is an attempt to use teacher interest in a specific area in providing a better background for students in mathematics and social studies. This necessitated putting a block of time in the elementary schedule so participating teachers could coordinate their schedules.

"Departmentalized Teaching of Science and Math in Grade Six" 110

V. S. Marcizewski, Friendship Central School, Allegany Co.
Phone 973-3311

The program of semi-departmentalization at the 6th grade level was introduced to provide optimum use of special interests of the Friendship Central School faculty members. At the suggestion of the teachers involved, a block of time was provided in the elementary schedule so math and science teachers could coordinate their schedules.

"Modified Departmentalization in Grades 5 and 6" 111

David J. Doyle, Kendall Central School, Orleans Co. Phone NE 7-5302

All students in grade 5 and 6 at Kendall Central School participate in departmentalized instruction for math, science, English and social studies. The homeroom teacher instructs his own group in the remaining subjects. The innovation was made at the request of teachers who wished to use their special interests and abilities for greater student benefit.

"Non - Graded Primary Program" 112

Miss Thalia J. Scondras, Maryvale Central School, Erie Co.
Phone 633-9770

A non-graded primary plan replaces the traditional grade system and organization of grades one, two and three in North Hill Elementary of the Maryvale Central Schools. The program provides a large block of time in which the child progresses by blocks of learning. The primary emphasis is on developing and acquiring skills, concepts and attitudes, rather than on content to be covered. Maryvale is one of 12 schools participating in a State Education Department study of the non-graded organization.

"Major Progress Program for Rapid Learners" 113

Norman A. Schoell, North Tonawanda City Schools, Niagara Co.
Phone 832-5963

With the goal of providing an educational program challenging to each individual child, a Major Progress Program has been designed for students of selected scholastic ability in North Tonawanda Public Schools. Identification of highly capable 4th, 5th and 6th grade students for the program was accomplished through testing and recommendation of teachers. Study is based on the regular grade curriculum, but in greater depth and breadth through the instruction of more advanced subject matter.

"Continuous Progress Plan — Attaining the Tools of Learning" 114

Anna Bently, Riply Central School District, Chautauqua Co.
Phone 736-2021

The sequential steps in attaining power in the "tools of learning" are the basis for the Continuous Progress Plan developed for K-6 at Ripley Central School. The development program, which is continuous and adjustable at all times to meet the needs of the individual, begins in kindergarten and is continued as long as necessary. Teacher and parent approval of heterogeneous grouping has been evidenced. The plan has served as a guarantee of readiness before beginning instruction and provides instruction and materials matched with the learner's achievement, association with age-mates, and a sequentially planned program.

"Non - Graded Primary Program" 115

Gerald J. Ackley, Salamanca Central Schools, Cattaraugus Co.
Phone 945-2000

A non-graded primary program at Salamanca involves placing children in different rooms disregarding grades. The children are divided primarily by reading groups, with two groups in each room. Teacher interest and the desire to individualize instruction and promote flexibility in grouping prompted the innovation.

"Partial Departmentalization in Intermediate Grades" 116

Gerald J. Ackley, Salamanca Central Schools, Cattaraugus Co.
Phone 945-2300

With the objective of raising reading levels in the elementary grades, departmentalization in this subject was begun at Salamanca City Central Schools. This was extended to also include departmentalization in math and science at the 5th grade level. The procedure undergoes constant evaluation by the teachers and children are shifted from group to group as the need arises. Standardized tests are utilized to evaluate pupil growth.

"Team Teaching Approach in Elementary Science" 117

LaVanchia Campbell, Salamanca Central School, Cattaraugus Co.
Phone 945-2400

Plans are being made at Salamanca School for utilization of the team teaching approach. One teacher in the sixth grade (3 sections) and one teacher in the fifth grade (3 sections) are teaching all the science classes at their grade level. Problems concerning difficulties in scheduling and appropriate space requirements are being worked out; present facilities involve one large classroom and the auditorium where all sections can assemble occasionally.

"Achievement Level Grouping in Reading" 118

Glen E. Goergen, Salamanca Central School, Cattaraugus Co.
Phone 945-2400

All students in grades K-6 in Salamanca Central School are evaluated both objectively and subjectively and placed in the reading group which comes closest to their past achievement level. The reading period is formally scheduled for one hour, at which time students go to the appropriate classrooms.

"Readiness Grouping in Grades 1-3" 119

Charles Taylor, Sweet Home School District, Erie Co. Phone NF 4-6260

Pupils with reading problems requiring additional individual assistance are placed in groups with a maximum of 15 students. The three present groups make more reading levels available to pupils of all abilities, with transfer to a regular classroom made when sufficient facility in language arts is evidenced. Placement involves the previous teacher, psychologist, special teacher, nurse, principal, and parents. Informal evaluation has evoked favorable comments from both teachers and parents.

"Departmentalization in Grades 4, 5 and 6" 120

Wilfred E. Greenfield, Wellsville Central School, Allegany Co.
Phone 593-5761

In an effort to utilize the specialized backgrounds of faculty members and provide a well-rounded program for each child, the 540 elementary students in Wellsville Central School participate in departmentalized instruction. Children move from class to class, with teachers specializing in only one or two subjects. Workshops, visits to similar programs in other schools, and the local leadership of a principal experienced in this type of program aided in the implementation of this innovation.

"Supplementary Basic Skills Instruction" 121

Edward M. Brewster, Whitesville Central School, Allegany Co.
Phone 35

An additional primary grade teacher has made it possible for children with difficulties in math and reading skills to be assigned to this room and given necessary help. This has been judged to provide as much as an extra year of primary grade instruction in the basic skills, of great benefit to those needing this extra assistance in the early years.

"Team Teaching in Two New Elementary Schools" 122

Robert J. Schaefer, Williamsville Central Schools, Erie Co.
Phone 634-5300

The basic organization of the traditional self-contained approach has been changed to team teaching at the new elementary schools in Williamsville. Three teachers are assigned 90 students who are grouped into three ability levels—slow, average, and above average. All teachers teach reading and social studies to one ability level. The remaining teaching assignment is either English, science or math. Teacher evaluation and standardized tests indicated that students involved did as well if not better than previous classes.

"Pre - First and Pre - Fourth Grade Program" 123

Richard J. Zipp, Wilson Central School, Niagara Co.
Phone 751-3141

The pre-first and pre-fourth grades at Wilson Central Schools are especially designed curriculums to meet the needs of pupils who could benefit by an extra year of development. These children are described as having a 90+ I.Q., underachievers, emotionally, socially or chronologically immature. The groups are under the leadership of four experienced teachers who provide highly individualized instruction as an initial step toward a non-graded primary program.

"Team Teaching Crossing Grade Lines" 124

Mrs. Lydia B. Southard, Wilson Central School, Niagara Co.
Phone 791-4253

The fifth and sixth grades at Ransomville Elementary in the Wilson Central Schools are departmentalized, with homogenous grouping used for reading classes and heterogeneous, for other subjects. Children move from class to class, with each teacher responsible for one reading class, one spelling class, and four classes in a specialty subject, such as language arts, mathematics, science or social studies. Enrichment is provided in the program by correlation of vocal music and art with other subjects, and the corrective reading teacher works with those who are retarded at least 18 months in reading. One 40-minute period is set aside four days a week for planning and evaluation by the team teachers.

Guidance

"Development of an Elementary Guidance Program" 125

Kenneth Clicquennoi, Alfred-Almond Central School, Allegany Co.
Phone 276-2552

An additional guidance person and clerical assistant on the Alfred-Almond Central School staff has made possible an expansion of their testing program and better utilization of test data in helping teachers evaluate pupil progress. This additional guidance help in grades K-6 has received the enthusiastic support of the elementary faculty.

"Elementary School Guidance in Inner City Schools" 126

Mrs. Elizabeth J. Scott, Buffalo Public Schools, Erie Co.
Phone 842-2841

Educationally deprived children in target area schools of Buffalo are benefitting from a counselling program in the elementary grades. Fully certified counsellors offer guidance help based on growth and development rather than vocational and educational plans.

"Elementary Guidance Counselling Program" 127

Helen Thrasher, Randolph Central School, Cattaraugus Co.
Phone 358-2531

A Salamanca Central School staff member, well acquainted with the school district and educated in counselling, received additional training at the NDEA Elementary Guidance Institute at the University of Rochester. Availability of space for an elementary guidance office also served to facilitate the broadened counselling program. The concept of elementary guidance as a developmental rather than a problem-centered approach is a major influence in the program.

Language Arts

"Full - Time Use of Remedial Reading Teacher" 128

Vincent Espersen, Akron Central School, Erie Co.
Phone 542-5416

Children who are five months or more below grade level in reading ability receive instruction daily from a remedial reading instructor at Akron Central School. The reading teacher works with children in groups of 1-8 pupils for periods ranging from 15 to 30 minutes. Professionals involved include the classroom teacher, reading teacher, primary supervisor, principal, speech correctionist and psychologist.

"Experimentation with First Grade Reading Materials" 129

Eva Moyer, Buffalo Public Schools, Erie Co.
Phone 842-2361

Because in recent years several new kinds of beginning reading materials have become available, to objectively determine their efficacy actual classroom trial was necessary. Children in three first grades in a Buffalo elementary school were instructed in reading through the use of either the Scott Foresman based reading series, the Harper Row Linguistic Readers, or i/t/a (initial teaching alphabet) materials. The three teachers involved were of comparable skill and experience, and the pupils were heterogeneously grouped in classes of 30. Test scores of the three classes generally indicated higher reading levels for students using linguistic-based readers or i/t/a texts. Most favorable teacher comment was that of the i/t/a instructor, who noted the confident enthusiasm of her pupils for independent reading and written expression.

"Initial Teaching Alphabet Demonstration Project" 130

John O'Neill, Clarence Central Schools, Erie Co.
Phone 759-8311

A demonstration project using i/t/a (Initial Teaching Alphabet) materials was initiated in two of the five Clarence Central elementary schools. The purpose of the project was an attempt to ascertain if children identified as having average or below average reading ability would make better progress through the use of i/t/a materials or by using the more traditional reading materials. A control and an experimental class were established in each building. Reading readiness tests administered in the fall will be followed-up in the spring with an informal reading inventory and an achievement test for both the control and demonstration groups, to evaluate the effectiveness of the i/t/a program.

"Multi - Level Spelling Instruction" 131

Gerhard B. Sack, East Aurora Public Schools, Erie Co.
Phone 652-2100

In an attempt to individualize the approach to the teaching of spelling at East Aurora Public Schools, multi-level spelling instruction has been introduced. Average and below average achievement groups in grades 4 and 5 are involved in the pilot demonstration program. At the year's end, evaluation and decision on further implementation of the approach will be evaluated by the demonstration teachers and curriculum workshop committee.

"Corrective Reading Program for Underachievers" 132

Dr. Howard E. Welker, Franklinville Central School, Cattaraugus Co.
Phone 676-3222

Special summer training in remedial reading techniques by a teacher in the Franklinville Central School preceded the establishment of a corrective reading program. Intended for the underachiever in grades 1-6, the program is aided through audio-visual aids and materials of special interest to readers.

"Corrective Reading Facilities" 133

V. S. Marciszewski, Friendship Central School, Allegany Co.
Phone 973-3311

Students below grade level in reading comprehension and vocabulary in grades 2-6 are identified through standardized tests and given help by a reading specialist. New facilities were provided by the building and furnishing of a corrective reading room; audio-visual equipment included a reading machine, overhead, filmstrip and movie projectors, and record players.

"Typing for Intermediate Grade Disadvantaged Children" 134

Lewis Wagner, Griffith Institute & Central School, Erie Co.
Phone 592-2885

A program at Griffith Institute and Central School provided three groups of 18 students in grades 4-6 who were low in reading and the language arts with instruction in typing. Course content was concerned not only with the mastery of the keyboard but also spelling, paragraphing and vocabulary. It is hoped that the unique approach to the language arts will result in significant improvement in the achievement of the disadvantaged students involved.

"Initial Teaching Alphabet Reading Instruction" 135

James Johnson, Hinsdale Central School, Cattaraugus Co.
Phone 557-2226

Hinsdale Central School has successfully employed the i/t/a as an instructional method in reading for grades K, 1, and 2 as well as nonreaders or slow learners in all grades. The 44 symbols representing different sounds is the basis of the approach, and results of a pilot study and the first year of implementation indicates increased independent reading and creativity in writing. Transfer to the traditional orthography has presented no problems. It was felt that there is a lack of i/t/a material appropriate to the interests of the junior-senior high school slow learner group, but the technique has proved helpful.

"Initial Teaching Alphabet for Reading Instruction" 136

Thalia Scondras, Maryvale Central School, Erie Co.
Phone 633-9770

The i/t/a (Initial Teaching Alphabet), designed to improve the teaching of reading, has as a primary objective that of helping the new reader develop the security he needs. Beginning primary classes in Maryvale Central School learn a special alphabet which consists of 24 lower case symbols plus 20 additional characters. Success of the first year's class has promoted its expansion to include a new class in the i/t/a program.

"Experimental Classes Using Initial Teaching Alphabet Insruction" 137

Robert Sudlow, Medina Central School, Orleans Co.
Phone 798-2700

Medina Central Schools is conducting two experimental reading classes using the i/t/a (Initial Teaching Alphabet) method of instruction. Results will be compared with classes taught through traditional methods to determine its effectiveness in teaching first grade students basic reading skills.

"Frostig Program for Visual Perception" 138

Robert E. Sudlow, Medina Central School, Orleans Co.

Phone 798-2700

Children in K-2 with general reading readiness but having visual discrimination problems are helped through the Frostig Program for Visual Perception. Medina Central School has used the special set of developmental exercises designed to improve the visual discrimination abilities of children and found it to be valuable in identifying and working with those who have slight handicaps in this area.

"Improvement of Skills Basic to Reading" 139

Anna Bentley, Ripley Central School, Chautauqua Co.

Phone 736-2021

A Ripley Central School program for the improvement of skills basic to reading places emphasis on the perceptual or neurological organization in grades K-2 and on remedial reading in grades 3-6. Pupils in the program are identified as those lacking neurological organization and those with low scores on standardized tests but average or better ability. The school psychologist, elementary supervisor, school nurse, speech therapist and teachers in grade K, 1, and 2 emphasize the development of the perceptual areas with emphasis on (1) gross motor movements (2) specific motor movements (3) eye movements (4) visual language and visualization ability. In grades 3-6 the reading specialist works with children with low level in reading ability but average or better potential in a remedial program.

"Programmed Reading Instruction" 140

LaVanchia Campbell, Salamanca Central School, Cattaraugus Co.

Phone 945-2400

A pilot program of reading instruction is planned for the third grade level in the Salamanca Schools. The Sullivan Programmed Reading method is being utilized. In this linguistic approach, the child not only reads each word but learns to write and spell it. New vocabulary words and content are taught, with grammar and punctuation an integral part of the approach. The programmed instruction enables children to work at their own speed and it is hoped that this will facilitate reading skills for not only good and average but also slow readers.

"Comprehensive Language Arts Program for Educationally Disadvantaged" 141

Fulton McKay, Southwestern Central School, Chautauqua Co.

Phone 483-1183

Southwestern Central School has designed a comprehensive program to improve language arts skills of low income, disadvantaged children. The program focuses on grades 1-6, and includes phases of language arts and social studies. The work is structured around a remedial reading program which is developed to include the language approach, stressing developmental, corrective and remedial aspects. Parent orientation programs were found to be important as well as public relations efforts through press, radio and newsletters.

"Introductory Corrective Speech Program" 142

Jean S. Cosentino, Starpoint Central School, Niagara Co.
Phone NX 2-1550

A summer session served as an introduction to a corrective speech program at Starpoint Central School. Orientation to the nature of speech problems was given in a lecture to the total school staff by a qualified speech therapist, who assisted in screening for existing speech difficulties all public and parochial pupils in grades 3-9. In-service instruction in helping pupils overcome speech difficulties in a classroom situation was provided five regular teachers; 30 selected pupils were then helped in five weeks of concentrated summer sessions under the direction of a certified speech teacher, with the assistance of four classroom teachers.

"Initial Teaching Alphabet for Beginning Readers" 143

Darwin G. Carlson, Sweet Home Central School, Erie Co.
Phone 634-4700

The Initial Teaching Alphabet is a program for beginning readers designed to make the initial stages of learning to read easier for the students. All children in grades K, 1, and 2 at Sweet Home Central Schools are involved in the new instructional medium until transition to the traditional orthography takes place. Success of the pilot program conducted by the school over a two year period and duplicate studies reported by other agencies were factors in the decision to expand the program locally.

Library Services

"Expansion of Elementary Library Facilities" 144

V. S. Marciszewski, Friendship Central School, Allegany Co.
Phone 973-3311

A new elementary library room enables an entire class to use the facilities at one time at Friendship Central School, with instruction given in the use of the library and the selection of books. The multitude of catalogs available for choosing new books was considered a problem; this task was shared by the librarian and elementary teachers.

"Library Facilities for Primary Grades" 145

Robert E. Sudlow, Medina Central School, Orleans Co. Phone 798-2700

Placing a second library in the elementary school at Medina Central was planned in order to offer better services to educationally deprived children. To obtain needed space, a classroom was remodeled and library facilities furnished for K-3 children. The books are selected for high interest - low vocabulary content, as well as to maintain a balanced collection.

"Elementary Library Facility and Personnel" 146

N. William O'Connell, Pioneer Central School, Cattaraugus Co.
Phone 492-2100

Pioneer Central School is providing elementary library services to K-8 students through use of a relocatable classroom building. Meeting all State Education Department standards for school construction, the classroom is attached to the main building and accessible to the elementary students. A full time librarian and helper and part time clerical worker were additional personnel required. Classes are conducted in use of the library, care of books, and reading improvement

"Formation of Elementary School Library" 147

Alfred G. Gordon, Tonawanda City Schools, Erie Co. Phone 694-2600

Elementary school library facilities have been established in the City of Tonawanda at Riverview School. The new reading materials were catalogued and processed by a librarian with the aid of a clerk; overall administration is in charge of the elementary principal. The library facilities are maintained by a teacher aide and make available on a daily basis high interest reading material for children in the elementary school, with a loan provision for children enrolled in a nonpublic school.

Parent Reports and Conferences

"Elementary Guide – Typical Expectations for Pupils" 148

John P. Karan, Lockport Public Schools, Niagara Co. Phone HF 3-2627

The Lockport Public School system of reporting to parents has a dual marking procedure which shows both class and grade level progress. It was felt that if grade level expectations were to be a part of the marking scheme, it would be necessary to outline these standards in each curriculum area. A pamphlet was developed defining grade level objectives. The practice has been helpful in providing parents with definitive information as to what is being taught at each level, and has also facilitated uniform marking procedures in the elementary schools as teachers define their A, B, C, D marks more precisely in terms of objective evidence in pupil cumulative folders.

"Elementary Parent Conferences" 149

John P. Karan, Lockport Public Schools, Niagara Co. Phone HF 3-2627

On recommendation of the elementary Curriculum Council, the system of reporting to parents was revised at Lockport Public Schools. To better meet the criteria and goals of reporting procedures, parent teacher conferences were scheduled in the beginning of the school year and replaced the report card traditionally issued for that period. The plan is implemented by dismissing the students for the four half-days required for the conference.

"Elementary Evaluation with Dual Report Card" 150

George Wightman, Ripley Central School, Chautauqua Co.

Phone 736-2631

A report card with a dual purpose has been developed for use in the Ripley Central School. Individual or ability rating is based upon "the effort or quality of work judged against the child's ability and instructional level" and a comparative rating or achievement performance is based upon "the child's position within approximately the same age group as judged by standardized tests, teacher made tests, and careful teacher observation." New symbols used are consistent with professional thinking and new understanding of how children grow and develop.

"Early Dismissal for Parent Conference" 151

Alfred G. Gordon, Tonawanda City School District, Erie Co.
Phone 694-2600

On eight days during the school year, children have an early dismissal to enable teachers to meet with their parents. Teachers are required to have at least one conference with every parent of children attending the elementary schools, if it is at all possible. They have found this practice beneficial in that it makes early provision for conferences with those students having academic, social or emotional difficulty. The program has also been of value from the standpoint of public relations and home - school communication.

Summer Programs

"Elementary Summer Reading and Arithmetic Program" 152

Clifford Crooks, Clarence Central School District, Erie Co.
Phone 759-8311

Children from both the public and non public elementary schools in Clarence who are deficient in reading and/or arithmetic are invited to attend a six week summer program on a half day basis. A recent summer enrollment included 220 children under the guidance and direction of 12 classroom teachers, two reading teachers, an arithmetic consultant, and a summer school coordinator. In-service training in these areas is provided by the specialist teachers. Parent comments at the close of the session have been very favorable.

"Pilot Summer Training Program for Perception Improvement" 153

John O'Neill, Clarence Central Schools, Erie Co. Phone 759-8311

Children entering first year primary at Clarence Central Schools were given auditory and visual discrimination tests to identify students for a pilot summer program in perception improvement. Approximately 20 children were selected for the experimental group through tests administered by the school psychologist, and intensive training was given for a six week period in the summer. An experienced kindergarten teacher taught the groups using the Frostig program for improving visual perception and a locally developed speech and listening program to improve auditory perception. Evaluation was planned through administration of reading readiness tests for the training and control groups early in the first grade and a standardized reading test at the end of first grade, together with teacher evaluation of progress.

"Summer Remedial Reading Program" 154

Robert J. Hickey, Iroquois Central School, Erie Co. Phone 652-3000

A summer reading program at Iroquois Central School was aimed at those students reading at below grade level in public and private schools. Participating children were those in grades 3-7. The program was designed so that a team of three teachers worked with no more than 36 students for a period of 2½ hours. An attempt was made to use all the senses, not just eyes and ears. One teacher handled visual problems and silent reading, another auditory problems and oral reading, with the third augmenting the work of the others through the use of typewriters. Sensory materials such as sandpaper and alphabet figures as well as language master cards were instructional features of the program.

"Elementary Math and Reading Enrichment Summer Program" 155

Mrs. Marion Campbell, Niagara Wheatfield Central School, Niagara Co. Phone 731-3241

Children who are culturally, economically, and educationally disadvantaged in the Niagara - Wheatfield School District have participated in a summer program providing math and reading enrichment. Intensified instruction in these areas was followed by a milk break and play period of a half hour. On Mondays and Wednesdays the children attended cultural assemblies and on Tuesdays and Thursdays they returned to their classroom for additional small group or individual instruction for reinforcing skills. Field trip experiences were planned for Fridays, geared to the interest level of the students. Additional special help was provided by clinicians trained to deal with severe reading problems and psychologists for those children with unusual problems.

"Elementary Summer Program With Voluntary Enrollment" 156

Anna Bentley, Ripley Central District, Chautauqua Co. Phone 736-2021

Pupils who can profit from additional enriched instruction are the focus of the elementary summer program at Ripley Central District. Self-direction and initiative are encouraged as the basis for self-improvement, with educational media of all kinds utilized in individual and small group centers. Reading and mathematics are emphasized, with a wide range of materials and daily use of library facilities. Field trips developed around the theme for the summer are always the center of interest.

"Project Keep Up – Summer Session for Elementary Students" 157

Edward M. Brewster, Whitesville Central School, Allegany Co. Phone 35

A selected group of 40 third, fourth, and fifth graders who were experiencing difficulties in achieving at grade level were given additional help through summer school classwork in the subject area of math and reading. Support on the part of parents was an important factor in introducing the program. Necessary transportation was a problem which required additional planning.

Secondary Education
Arts and Humanities

"Murals Class and Selected School Projects" 158

Beth D. Burke, Buffalo Public Schools, Erie Co. Phone TF 6-7111

Art majors with a prerequisite of two years of high school art can elect for Regents credit a murals class at Bennett High School, Buffalo. This regular class subject is designed to improve the appearance of the school and varies each year in methods, materials, and cost. Students have generally concentrated each year on a cooperatively chosen project, but have great freedom in selecting the subject of their mural once a general theme has been determined. Large wall to wall murals in the student cafeterias developed the theme of great cities of the world; a marked improvement in student morale and behavior in the cafeteria is viewed as evidence of the value of the project as well as the opportunity presented for cultural enhancement.

"Introduction to the Humanities — A Seminar for Seniors" 159

Lloyd A. Miller, Buffalo Public Schools, Erie Co. Phone 836-7111

A Humanities course for able senior students at Bennett High School, Buffalo, is based on reading and seminar discussion of great ideas of Western Man, illustrated wherever possible by art and music. An increasingly popular course to which serious students are attracted, the seminar encourages creative expression and encouragement of students in personal enrichment through art lectures, gallery trips, concerts, and reading of the classics, such as Dante's *Inferno*, Plato's *Dialogues*, Greek tragedies, and *The Brothers Karamazov*.

"An All - High School Symphonic Band" 160

Carroll C. Geiger, Buffalo Public Schools, Erie Co. Phone 842-2353

Buffalo Public Schools has instituted a program which provides an opportunity for selected high school instrumentalists to play band literature which might not be available in individual school situations. The all-high school symphonic band is composed of about 90 outstanding students, brought together without regard to social status, race or academic standing. The challenge of excellence motivates exemplary performance and fufills a cultural need among the musically talented youngsters.

"Arts and Humanities as a Non - Credit Course" 161

Patricia Speiper, Clarence Central Schools, Erie Co. Phone RL 9-8311

A series of presentations form the arts and humanities, including painting, music, drama, and sculpture, were designed to increase primarily the non-college bound twelfth graders' knowledge and appreciation of their cultural heritage. In addition to 15 school staff members, six resource people, a dance group, a singing group and instrumentalists, community representatives such as city planner, architect and artist have agreed to contribute their time and talents to the program.

"Integrated Arts and Dominant Literary Themes in World Literature" 162

Mrs. Shelia J. Gibbs, Depew Public Schools, Erie Co. Phone 683-7530

Senior college - bound English students at Depew High School have participated in two 20-week courses: (1) Integrated Arts — an attempt to introduce the student to the artistic achievements of five major periods of creative endeavor. (2) Dominant Themes—an attempt to introduce the student to eight major themes in world literature through the examination of several works of literature in relation to each theme considered. Films, tapes and recordings, a humanities text and paperbacks, as well as critiques of art and music were used in the program.

"Educational Theatre in the English Curriculum" 163

Francis S. Kozub, Depew School, Erie Co. Phone 683-7530

The development of educational theatre as an extension of the English curriculum has been received very favorably by students, teachers, and the Depew community. A unit of study in all English classes prior to a theatrical production provides a meaningful background for student participation in grades 9-12. Art, music, industrial arts, as well as English students who are interested in accompanying aspects of theatre production have participated. Among requests from outside groups for performances was an invitation from SUNY at Buffalo to participate in a summer arts festival in 1965.

"Pre - Professional Program for Serious Music Students" 164

Allen Giles, Diocese of Buffalo, Erie Co. **Phone 896-4700**

A full academic program plus music theory, literature, and performance is offered at the Villa Maria Institute of Music in Buffalo. The pre-professional program for grades 7-12 is an attempt to coordinate the type of music instruction needed by young people planning careers in music with the academic requirements of the New York State Regents. Carefully selected students, academically able and musically gifted, have, besides the required academic program, daily classes in college level music theory, music history and literature and two weekly lessons in music performance with coaching in chamber music. Regular practice time during the school day is provided. Students and graduates of the Institute have achieved significant success in the field of music.

"Music and Art Enrichment in the Senior High School" 165

Stewart Davis, Maryvale Central School, Erie Co. **Phone 633-9770**

Interest in the humanities is stimulated at Maryvale High School through art lectures held in conjunction with the World History course and music lectures in the English III program. The enrichment offerings are presented in one period during alternate weeks of each course, with required attendance for both teachers and students.

Audio visual materials including tapes, recordings, slides, and painting and sculpture reproductions have been used in the humanities approach.

"Summer Worship in Music and Drama" 166

Carl Fenwick, North Tonawanda City Schools, Niagara Co. **Phone 694-3200**

High school students with an interest in the theater were provided with summer experience in drama, music, stagecraft, and choreography at North Tonawanda City Schools. Support by the International Paper Foundation, in its program of assistance where company mills are located, contributed to the efforts of local faculty and students. Enthusiasm for the project was shared by both school and community, which culminated in the presentation of a musical production.

Athletics

"Seven Sports Program of Inter - School Athletics" 167

William J. McColgan, Buffalo Public Schools, Erie Co. **Phone 842-4676**

Twelve secondary schools participate in a seven sports program of inter-school athletics supported by the Buffalo Board of Education. Considered to be the honors phase of their physical education program, the contests attract numerous spectators. In addition to school pools, gymnasiums, and stadiums, public recreation facilities are utilized for baseball, tennis, cross country and practice football. The program provides opportunities for improved school relationships as different cultural groups of the city meet and get to know each other. The emphasis has been on high standards of sportsmanship while achieving the educational objectives of athletics.

"Basketball Program for all Interested Junior High Boys" 168

Dr. R. T. Robinson, Starpoint Central School, Niagara Co.
Phone HF 4-8891

The junior high basketball program at Starpoint Central School places emphasis not on winning for a small number of athletically gifted boys, but on teaching basic skills and organizing competition among all those interested. Provision is made for participation of as many as 60 boys, rather than the 12 or 15 ordinarily kept on a basketball squad.

Business Education

"Notehand Instruction for Prospective College Students" 169

Lloyd A. Miller, Buffalo Public Schools, Erie Co.
Phone 836-7111

A course in notehand instruction at Bennett High School in Buffalo is designed to aid the college student in making useful, meaningful notes with facility. Notehand, described as a personal-use shorthand with integrated instruction on how to make notes, is viewed as fulfilling a long-felt need of the college student.

"Dictaphone Transcription and Shorthand Speed Building" 170

Denise H. Thiel, Limestone Union Free School District, Cattaraugus Co.

With students progressing at different levels in the shorthand and secretarial practices classes offered at Limestone School, the addition of a dictating and transcribing machine enables the instructor to direct the teaching to the individual. The dictating machines, shorthand dictation records and tapes permit greater student progress with each girl working at her own speed.

Foreign Languages

"Basic Level Foreign Language Programs" 171

Dr. Joseph Vocolo, Buffalo Public Schools, Erie Co.
Phone 842-4685

Experience and research have shown that nearly any pupil can learn a foreign language and profit from this culturally enriching experience. A Buffalo Public Schools program, designed for below average or slow learners, is an attempt to give pupils who are normally denied access to a language program a pleasurable and profitable foreign language experience by adapting the course to the needs and abilities of these pupils. Students in grades 9-12, with the help of special text materials, records, tapes and exercise books, are offered a non-regents course in French, Latin, or Spanish.

"Exploratory Foreign Language Programs in Grades 7-8" 172

Joseph Vocolo, Buffalo Public Schools, Erie Co.
Phone 842-4685

A natural outgrowth of the development of the junior high school in Buffalo and the emerging patterns of thinking with regard to foreign language study is the exploratory experience with one foreign language offered in grades 7-8. Knowledge gained from research and experience is that all children can indeed learn foreign languages, and the new approach offers more children the benefits of this rewarding experience plus a better preparation for making elective choices in high school years.

"St. Cloud Method of Teaching Foreign Language" 173

J. Papaj, S.J., Diocese of Buffalo, Erie Co. Phone 882-0466

All students who elect French for foreign language instruction at Canisius High School in Buffalo are involved in the St. Cloud method of teaching. By use of filmstrips and tape recorder, an attempt is made to bring the classroom atmosphere as close to that of the foreign land as possible. The enthusiasm of teachers and students as well as the improved speaking ability of pupils is considered an indication of the program's success.

"Elementary Conversational Spanish in Grades 7-12" 174

Grace D. Accurso, Limestone Union Free School, Cattaraugus Co.
Phone 925-8866

Students of varying degrees of intelligence are accepted in an Elementary Spanish class at Limestone School. Grades 7 through 12 may participate and homogeneous grouping is employed. Emphasis is placed on the conversational approach to the language, with audio-visual methods utilized in instruction.

Grouping Practices

"Communications Course for the Educationally Disadvantaged" 175

Robert Pomeroy, Amherst Central High School District, Erie Co.
Phone 837-7666

A communications course for selected 11th graders at Amherst High School was designed to approach the problem of the educationally disadvantaged from an entirely different point of view. It was assumed at the start that no amount of remedial instruction in reading could be completely successful; the basic approach in the communications course was to utilize all kinds of existing media, particularly of the kind that would stimulate and encourage youngsters who have as a major problem that of their own self-image. With the advice of the curriculum coordinator and through the combined efforts of English, reading, history and graphic arts specialists, a program was devised to help the students achieve understanding of themselves and of the culture in which we live.

"Adjusted Program for Low Achievers" 176

George Novik, Clarence Central Schools, Erie Co.
Phone 759-8311

Children who enter 7th grade with weaknesses in basic skills such as reading techniques and arithmetic concepts are grouped in an adjusted curriculum at Clarence Central School. These low achievers are selected on the following criteria: I.Q., Standard Achievement Test Scores, teacher recommendation, and grades throughout elementary school. These students receive instruction at a rate yielding a reasonable degree of success if a student applies a minimum of effort. Concurrently, additional emphasis is placed on fundamentals of reading and math, with the science program and history treated as experience programs with emphasis on thinking and reasoning.

"Supplemental Studies for the Academic Extremes" 177

Joseph P. Spina, Cleveland Hill Schools, Erie Co.
Phone TF 6-7200

Standardized tests and teacher evaluation are the criteria used to determine admission to the Supplementary Studies Department at Cleveland Hill School. An ACTAL or academically talented group of 20-30 students is selected each year in May from the prospective seventh graders, who participate in enriched and accelerated subjects for the next six years. At the same time, the practical branch or slow learner group with a maximum size of 15 is selected. These students are allowed to proceed at their own rate for the next six years. Intangible effects of the program are impossible to measure, but a district decline in the drop-out rate is perhaps attributable to the provision of a way for the slow learner to succeed in school.

"Team Teaching for Below Average Students" 178

J. B. Ables, East Aurora Public Schools, Erie Co.
Phone NL 2-1000

Students in grades 7 and 8 at East Aurora Public Schools who were in the lower stanines in the various subjects were grouped into two sections for each grade. Two classes were scheduled at the same time so that two teachers could team and group according to the activity. Class size ranged between 15 and 20. The team teaching technique has produced indications of higher teacher morale and reduction in discipline problems. The program is seen as a stepping stone to a more individualized program at all levels.

"Ungraded Junior High Program" 179

Robert O. Starr, Frontier Central School, Erie Co.
Phone NH 9-6001

Students entering the 7th grade at Frontier Central School and who are generally achieving at below grade level, reading at least two grades below the appropriate level, or with an I.Q. range of 76-110 participate in the ungraded junior high program. The pupils are taught the basic subjects—English, reading and math—at the grade achievement level and social studies and science adjusted to their present skill ability. They progress at their own rate over a 3 or 4 year period. Final examinations are used to determine if students are capable of returning to a graded situation. A parent and faculty orientation program was seen as essential in implementing the innovation.

"New Instructional Approaches in College Preparatory Courses" 180

Stewart Davis, Maryvale Central School, Erie Co.
Phone 633-9770

Team teaching is utilized in the instructional approach new to Maryvale Central Schools. College preparatory courses in American history, biology, chemistry, and mathematics are taught in large groups of 90-240 students, meeting three times a week, and small seminar groups of about 15, meeting twice a week. A major advantage of the technique is seen in teacher enthusiasm and interest which has a stimulating effect on their approach to instruction. A better organization of instruction and materials has been evidenced and a positive attitude toward the innovation has been indicated through student surveys.

"Program for Potential Drop - Outs" 181

Charles Pelcin, Niagara-Wheatfield Central School, Niagara Co.

Phone 731-3241

Students characterized as potential drop-outs in the secondary education program at Niagara-Wheatfield Central School are frequently one to two years behind grade level, have a poor attendance record, have parents without a high school education, or are a discipline problem. A program designed to meet their special needs provides small group instruction (a maximum of 12 per class) in science, math, English and history. Re-establishing a positive attitude toward education and rebuilding feelings of confidence, security, and achievement while assisting in their adjustment through high school to graduation are goals of the program.

"Three Period English - Social Studies Block" 182

Harold E. Keech, Starpoint Central School, Niagara Co.

Phone 434-8891

All students in grades 7-8 at Starpoint Central School are scheduled in a 3-period English-Social Studies block. Teachers of these subjects plan together to correlate the work, which is planned as 1½ period block and includes one period of Social Studies and ½ period of study. Wide acceptance by teachers and a high level of interest has aided the introduction of the innovation.

"Self-contained Seventh Grade Program" 183

Darwin Carlson, Sweet Home School District, Erie Co.

Phone 634-4700

Designed for students who are significantly behind in their achievement level both by age and grade, a self-contained seventh grade program has been established at Sweet Home Central Schools. Seventeen is the maximum number of students selected for participation at any one time. Mobility is given emphasis and, if and when they are ready, students are moved into the departmentalized area of the program. Teachers working in the program are required to have a good background in all areas and skilled in working with this type of group.

"Flexible Scheduling of Interdisciplinary Teams" 184

Richard W. Lane, Kenmore Public Schools, Erie Co.

Ninth grade English, social studies, science and math are taught at Benjamin Franklin Junior High in Kenmore through flexible scheduling of interdisciplinary teams. Three teams composed of four teachers meet each day for one period to plan the next week's teaching schedule. Each team is responsible for 140 students divided into 14 groups, with teachers requesting any size group for lengths of time varying from one module of 20 minutes to a combination of several modules. Teacher aides assist in study supervision and clerical help. Evaluation will be concerned with changes in achievement level, school interest and participation, responsibility, and drop-out rate among students in the team teaching program.

Guidance, Parent Reports and Conferences

"Project Aspire for the Culturally and Educationally Disadvantaged" 185

Sylvia Tabachnick, Buffalo Public Schools, Erie Co.
Phone 842-2841

Project Aspire of the Buffalo Schools will identify culturally disadvantaged students to motivate them for higher education. It will do this through the use of small remedial and enrichment classes, guidance and psychological services, and field trips for cultural enrichment. Certified teachers, guidance counselors and psychologists will be used to introduce the academically capable student on the secondary level to a variety of experiences that support the concept of higher education as a key to a better life.

"Group Guidance for Seventh and Eighth Grade Students" 186

Christopher M. Horgan, Royalton-Hartland Central School, Niagara Co.
Phone 735-3651

A successful innovation in guidance at Royalton-Hartland Central School has been a group approach at the 7th and 8th grade level. The counselor holds weekly sessions for about 45 minutes each for groups of 20-25 students, with units developed to assist students in making educational, vocational, personal, and social adjustments during their secondary school years. Informal evaluation of the program has indicated a clearer image of the role of the counselor by the student as a result of the group sessions.

"Full-time Guidance Program in Grades 7-12" 187

W. W. Albro, Rushford Central, Allegany Co.
Phone 437-3751

A continuing program of guidance for junior-senior high school pupils has been planned at Rushford Central School, with a Senior Seminar conducted for 5 periods a week during the 12th year of school.

"College Planning Workshops for Parents" 188

Royce Mallory, Southwestern Central School, Chautauqua Co.
Phone 483-1183

During the fall semester, parents of current seniors at Southwestern Central School met with members of the guidance department in a series of three programs dealing with different aspects of choosing a college. The sessions dealt with (1) the college climate (2) financial aid programs (3) admissions procedures. This was felt to be an improvement over the early practice of one night admissions workshops; future plans call for an extension of this program to parents of junior class members in the spring of the year.

"Eighth Grade Parents Night and Counselor Conference" 189

Harold B. Smith, Jr., Starpoint Central School, Niagara Co.
Phone 434-8891

A parents night program involving administrators and teachers from each department enables parents and students at Starpoint Central to become more informed as to possible selections to be made in high school. An individual conference at a later date gives the students, the parents and the counselor an opportunity to plan based on ability, interests, and achievement. The program has proved popular with the parents and the better understanding which develops has facilitated guidance.

"Progress Reports for Unsatisfactory Work"

190

Harold B. Smith, Jr., Starpoint Central School, Niagara Co.
Phone 434-8891

Parents of students in grades 7-12 at Starpoint Central School doing failing or unsatisfactory work at the five-week interval in a ten-week report card period are notified by the school through a Progress Report. Teachers and parents, especially the latter, have voiced their approval of the plan which attempts to communicate suggestions for improvement before the term has ended.

"Seventh Grade Parents Night"

191

Harold B. Smith, Jr., Starpoint Central School, Niagara Co.
Phone 434-8891

Starpoint Central School has initiated a program to which seventh grade parents are invited to discuss the adjustments that are necessary as elementary students become members of the junior high school. Planning and program presentations are done by four members of the staff under the direction of the seventh grade counsellor. Parent reaction has been favorable.

"Twelfth Grade Parents Night"

192

Harold B. Smith, Jr., Starpoint Central School, Niagara Co.
Phone 434-8891

Interested seniors and their parents are invited to attend an annual program at Starpoint Central School involving local counsellors and a college representative. A presentation of some phase of college admissions is followed by an extensive question and answer period. The program has been received favorably by both students and parents.

"Orientation Program for New Students"

193

Dr. Daniel B. Weppner, Williamsville Central School, Erie Co.
Phone 634-5300

A program of orientation for pupils new to the Williamsville Mill Middle School has been developed to meet the needs of these students, each year comprising about 10% of the student body. New pupils report to school one week in advance of opening day where they are welcomed by counselors and administrators. After a tour of the building, the counselors administer the Otis Frick Score I.Q. Tests and the orientation session is concluded with a social session and a swim in the pool. Comments of parents, pupils and teachers indicate that transition to a new school situation is facilitated.

Home Economics

"Home Economics Curriculum Revision"

194

Mrs. Victoria Gangloff, Buffalo Public Schools, Erie Co.
Phone 842-4653

A home economics curriculum workshop was held in the summer for the purpose of adapting and revising the new state syllabus to meet the special needs of pupils in the Buffalo schools. In the workshop, the teachers developed tentative course outlines for grades 7 and 8 and Home Economics I and II for distribution and test use by all home economics teachers in Buffalo. These work copies will be evaluated and re-developed into more realistic, meaningful course outlines, rich in direct experiences, to meet specific needs of urban pupils.

"Comprehensive Program in Home Economics Education" 195

Mrs. Dorothy Kentzel, Cleveland Hill School, Erie Co.

Phone TF 6-7200

All seventh and eighth grade girls and high school girls by election participate in the home economics education program at Cleveland Hill Schools. The comprehensive offerings include various emphases: 7th—Foods and Relationships, 8th—Clothing and Child Development, Home Economics 1—Personal and Child Development, Home Economics 2—Personal and Family Management, Home Economics 3—Personal and Family Relationships, Home Economics 10—Nutrition and Meal Management, Home Economics 11—Textile and Clothing, Home Economics 12—Family Values for Democratic Living. A continuity has been established with the development of the new program throughout the six grade levels.

Language Arts

"Reading Improvement in Seventh and Eighth Grades" 196

Mrs. Kathryn Beyer, Alden Central School, Erie Co.

Phone 937-9116

All students in the 7th and 8th grades at Alden Central School participate in a reading improvement program. Pertinent materials are concentrated in a room designated as a reading center, where small groups meet for specialized and individualized instruction. Each of four English teachers has four groups other than his regular English classes, while the reading specialist has three such groups plus selected students requiring intensive remedial help.

"Developmental Reading in Grade Seven" 197

Robert E. O'Donnell, Allegany Central School, Cattaraugus Co.

Phone FR 3-0060

All seventh grade students in Allegany Central School are assigned to a one semester course in developmental reading. The SRA program forms the basis of the course, which attempts to strengthen an area indicated as weak through pupil testing. This is also made available for all levels, 9th through 12, that desire or are directed by the guidance department to the reading program.

"Paperback Classics in the English Literature Program" 198

William Farnsworth, BOCES, Allegany Co.

Phone 466-7394

In introducing senior high school students to the novel as a literary device, paperback classics are used as texts. Great English and American authors are included in the choice of material. Interest has been shown by students in extra reading assignments and literature projects.

"Pilot Junior High English Program for Poor Readers" 199

Dr. Earl J. Boggan, Cheektowaga Central School, Erie Co.

Phone NT 4-3600

A corrective reading program at the junior high school level was established at Cheektowaga Central on the premise that children will read if they are motivated by interesting materials, can experience success, and are encouraged frequently. To this end, intriguing materials, an informal relaxed atmosphere, and friendly personnel are provided daily on a regular scheduled basis in grades 7 and 8. Nearly ⅓ of the children improved to their normal grade level in reading at the end of the year and were returned to the regular group. Teacher questionnaires emphasized the change to a more positive attitude on the part of the participating students as of great benefit.

"English Team Teaching Program for the Non-Academic Pupil" 200

Lawrence Szymanski, Clarence Central School District, Erie Co.
Phone 839-2094

In an effort to provide slower students with as much contact with experienced teachers as possible, all 11th and 12th graders not in the college preparatory or honors program at Clarence Central School have team teaching instruction. Students are divided into small groups according to ability, with modules of instruction in both large and small groups. Content is presented in the areas of composition, literature and mass media, language study, remedial reading and spelling mechanics. The program provides planning time for clerical, lay reader, and teaching staff to coordinate their activities.

"College Preparatory English Program" 201

Henry Bartkowski, Griffith Institute and Central School, Erie Co.
Phone LY 2-2851

Griffith Institute and Central School has designed a college preparatory English program which emphasizes the areas of instruction necessary for college entrance. The four special fields of study—Techniques of Composition, Comparative Essay, Drama, Language—are broken down into instructional units of ten weeks each. At the end of the session the classes exchange teachers. A feature of the program is regularly scheduled student conferences which have been enthusiastically received.

"Secondary Level Reading Program" 202

Mrs. Helen M. Knueppel, Griffith Institute and Central School, Erie Co.
Phone 592-2851

Continuing improvement in reading is stressed at the secondary level through a program established at Griffith Institute and Central Schools. Remedial aspects are stressed in grades 7 and 8, and corrective and developmental reading in grades 9 through 12. In addition, a speed reading class is planned primarily for the college-bound. Ten week blocks are scheduled for reading in integrating the program into the English class work.

"Composition Course for Superior Eighth Grade Students" 203

Candace Doelman, Lockport Public Schools, Niagara Co.
Phone HF 3-2627

Because students often had difficulty with written composition in college, it was evident that work in this area was needed and could be expediently taught early in the junior high years. In the Lockport schools, a one semester composition course for superior students was developed to run concurrently with 8th grade English, to be integrated and taught by the same teacher.

"Reading Study Guides" 204

Robert E. Sudlow, Medina Central School, Orleans Co.
Phone 798-2700

Study guides have been designed for use in grades 7-9 English and Social Studies classes at Medina Central School, with the objective of facilitating the simultaneous teaching of reading and subject content. The guides were developed according to suggestions of the Syracuse University Reading Center.

"Reading – Study Course for Educationally Disadvantaged" 205

Ronald Corsaro, Niagara-Wheatfield Central School, Niagara Co.
Phone 731-3241

Eighth grade students at Niagara-Wheatfield Central School who had had repeated school failures and were nearing the drop-out age were provided special assistance in a non-credit reading-study course. Gaining the respect and confidence of the students was seen as important in the functioning of the program, with the objective of developing an awareness of personal obligations in a democratic society. Instructor comment indicated that remedial reading was essential in most cases to improvement in academic achievement.

"Developmental Reading Program" 206

JoAnn Wehmeyer, Olean Public Schools, Cattaraugus Co.
Phone 373-2660

Pupils with average or above average ability whose academic advancement is retarded by reading difficulties are benefitting from a developmental reading program in Olean Public Schools. Pupils in grades 7-10, identified by testing as those whom the program can benefit, are placed in special English classes in which attention is given to training in reading and to activities designed to increase reading skills. These sections are taught by teachers who had previously taken professional courses in reading instruction. Evaluation is to be made in terms of measurement of reading skills as well as improved academic performance as a result of increased proficiency in reading.

"Advanced Placement English Program" 207

William O. Valent, Salamanca Central Schools, Cattaraugus Co.
Phone 945-2400

Honor students in English at Salamanca City High can participate in an advanced placement English class. The program is designed to teach critical thinking and writing, and includes a broad program of in-depth reading. Results of the program are favorable in that students have been granted advanced standings by colleges.

"Developmental Reading Program in Grades 7-8" 208

William O. Valent, Salamanca Central Schools, Cattaraugus Co.
Phone 945-2400

Children in each of the three tracks in grades 7-8 at Salamanca City School participate in a developmental reading program. A need to improve reading efficiency and develop vocabulary was indicated through standardized tests. The developmental reading program is planned to carry on the reading instruction begun in the grades.

"Paperback Libraries for English Classes" 209

William O. Valent, Salamanca Central Schools, Cattaraugus Co.
Phone 945-2400

Salamanca City Central has set up classroom libraries of paperback books in each English room. The objective was to help students select books, to help direct their reading, to increase their interest in reading, and to make books more available to them. Teachers in the junior and senior high schools selected titles for every level of student with approximately 80 titles placed in each room. Through this added stimulus and motivation, it is hoped that use of regular library facilities will also be increased.

"Three Track System in English Instruction" 210

William O. Valent, Salamanca Central Schools, Cattaraugus Co.
Phone 945-2400

All English students in Salamanca City High School are tracked according to standarized tests into one of three levels: general, average, superior. The books, instructional techniques, and materials are geared to meet immediate and future needs of the student.

"Elective Program in English 12" 211

Gordon Bianchi, Starpoint Central School, Niagara Co.
Phone NX 2-1550

As part of the English 12 program at Starpoint Central School, a series of elective courses are being developed. Effective Speech and Business English are two courses presently offered, with other electives developed as teachers with the appropriate background are available. Students can take these courses in lieu of or in addition to English 12.

"Advanced Placement English Program" 212

John M. Phelps, Sweet Home Central Schools, Erie Co. Phone 634-4700

Pupils of demonstrated superior ability in the language arts at Sweet Home High school participate in a sequence of advanced placement English courses. Involved are those grade 10 and 11 pupils capable of reaching college level performance by 12th grade. The senior advanced placement English class follows a regular freshman college English program, divided into four sessions of approximately 10 weeks each. A team of four teachers, each also currently teaching a freshman college course at the State University, are responsible for instructing the sessions. One teacher concentrates on the short story and novel, one on drama, one on poetry, and one on the essay and non-fiction.

"Non-credit Advanced Seminar in Literature" 213

Adolph J. Kapuza, Tonawanda City School District, Erie Co.
Phone 694-2600

Seniors who have carried a grade of 80 or above and desire to study literature at greater depth can elect a non-credit advanced seminar in literature at Tonawanda City High School. The course relies upon pupil initiative and genuine desire to pursue the study, including much discussion of literature. This maximum of pupil to teacher and pupil to pupil interaction has produced an enthusiastic reaction among those involved.

"Comprehensive Reading Program – Grades 7-12" 214

George R. Krahl, Wilson Central School, Niagara Co. Phone RL 1-3141

Wilson Central School has developed a comprehensive reading program for students at the secondary level. Aspects of the plan include developmental reading courses for all 7th and 8th grade students with serious difficulties, efficiency reading classes for college bound seniors, and in-service training for all teachers. The development of an organizational chart and job descriptions for all reading personnel has aided in defining responsibilities and encouraging cooperative efforts.

Library Services

"Unified Ninth Grade Program Reference Library" 215

Anton Schwarzmueller, Amherst Central High School District, Erie Co.
Phone 835-7200

All ninth grade students taking the Unified Program of language arts and social studies are provided with an immediately accessible reference center through this program. The center is located near the classrooms used for unified program instruction and is supplied with various types of reference materials (encyclopedia, atlas, non-fiction books, anthologies) as well as ten different periodicals and a pamphlet file. Students may be sent to search for specific information or perform other research tasks in connection with class work. All materials may be borrowed overnight and rules are kept to a minimum to provide students with the greatest possible amount of accessibility to the materials.

"Work Day in a City Library for Rural High School Seniors" 216

Elizabeth C. Tone, Kendall Central School, Orleans Co. Phone 659-2741

All Kendall Central School seniors participate in a library visitation program in conjunction with their English class work. The students are divided into two sections: college bound and work bound. A school bus takes the class to the cooperating city library at Rochester, where the college bound do basic research on a multi-discipline topic and the work bound explore with the aid of the library staff the many services of the large public library for the young adult. The success of the program is measured by the number of students who become enthusiastic library users.

Mathematics

"Adapting Recommended Mathematics Methods in Grades 7-12" 217

Wilson Choate, Corfu-East Pembroke Schools, Genesee Co.
Phone 599-4525

As a result of extensive discussion about the secondary mathematics program, the spirit and methods of the School Mathematics Study Group and the Commission on Mathematics of the College Entrance Examination Board have been adapted in the Pembroke area. A basic purpose of the program is to teach the student to read as well as to write mathematics; teachers have commended that the material is more interesting to teach.

"Advanced Mathematics Course" 218

Robert E. Sudlow, Medina Central School, Orleans Co. Phone 798-2700

A full year advanced math course is offered at Medina Central School. This is planned as an elective for above average or advanced seniors and follows a course of study developed in a local syllabus.

"Analytic Geometry and Calculus for Accelerated Seniors" 219

Kerry D. Finger, Royalton-Hartland Central Schools, Niagara Co.

Phone 235-3651

Accelerated seniors at Royalton Hartland Central School who have completed Math 12 by the end of their junior year are eligible for an advanced mathematics course. This course deals with topics in analytic geometry and calculus, such as the derivation and interpretation of the derivative and integral. Teacher-constructed tests will be used to determine the level of success achieved by the students involved.

"Applied Mathematics for Below Average Students" 220

Kerry D. Finger, Royalton-Hartland Central School, Niagara Co.

Phone 235-3651

Below average students who are considered incapable of Regents work in mathematics or science are offered a course in applied mathematics at Royalton-Hartland Central School. The course includes a review of basic mathematics, problems in surface and volume measurement, and trade mathematics problems such as pulley speeds and diameters, velocity, tapers in lathe work, screw threads, mechanics, electricity and machines.

"Mathematics 10 - a Non - Regents Course" 221

Dr. Paul Kirsch, Salamanca Central School, Cattaraugus Co.

Phone 945-2400

A Math 10 pilot program at Salamanca Central School follows the present regents syllabus but is intended to help the below average math student. In the new program, the slower student is motivated through reduced class size and homogeneous grouping. The student's interest is held by practical application of material presented and successful mastery of course content, and discipline problems has not been encountered. At the end of the school year the student has a choice of taking the regents or school prepared examination.

Occupational Education

"Occupational Training of Senior High School Students" 222

William J. Farnsworth, BOCES, Allegany Co. Phone 268-7693

Training for a variety of occupations is offered senior high school students by the Board of Cooperative Educational Services of Allegany County. Fields included in the program are auto mechanics, welding, home economics, drafting, machine shop, office practice and bookkeeping, trade and industrial electronics, cosmetology, carpentry, agricultural mechanics and conservation. The vocational and occupational school is taught by ten teachers, including seven tradesmen, with all faculty members meeting State Education Department requirements. A county-wide advisory committee, including representatives from industry, played a part in planning the program.

"New Vocational Education Program" 223

Otto Stewart, BOCES, Orleans-Niagara Cos. Phone 798-1876

A lack of facilities for vocational education in Orleans and Niagara Counties provided impetus to a new program for area schools by the Board of Cooperative Educational Services. Courses in cosmetology, machine shop, electrical trades, building trades, automobile mechanics, auto body and repair, agricultural mechanics, business machines and data processing are offerings provided for vocationally minded students. Two steel pre-fabricated buildings yielded needed space and new equipment, and new reference books, audio-visual aids and a staff of 12 professional persons implemented the program.

"Neighborhood Youth Corps Work - Training Program" 224

Joseph Harvayek, Buffalo Public Schools, Erie Co. Phone 842-2387

Youth who are economically underprivileged, have poor attendance and low grades, lack motivation and have few skills are being served in Buffalo through a work-training program established under the Economic Opportunity Act. The program is administered by the Neighborhood Youth Corps, established as a part of the U. S. Department of Labor's Manpower Administration. The Neighborhood Youth Corps will make it possible for youths from 16 through 21 to stay in school or return to school, obtain work experience and develop good work habits with counseling and supervision.

"Computer Technology and Math Course" 225

Ralph Theurer, Buffalo Public Schools, Erie Co. Phone 842-4652

Pupils from three Buffalo Public High Schools are given instruction on "hands-on" operation of the IBM 1620 computer at Hutchinson Technical High school three mornings each week. Classroom instruction is given in computer math in each student's home school. Achievement of students is evaluated by their ability to complete simple programs and achieve satisfactory results on the 1620 computer.

"Machine and Electrical Shop Training in Numerical Controls Machines" 226

Ralph Theurer, Buffalo City Schools, Erie Co. Phone 842-4652

Machine shop and electrical students at Seneca Vocational High School, Buffalo, are given instruction in the operation, programming and maintenance of the three numerical controls machines. A tie-in is being arranged to the 1620 computer at Hutchinson Technical High School to permit preparation of the tapes for the machines. Evaluation is achieved by student success in operating and maintaining the Pratt and Whitney tape — controlled drill press.

"Quantity Food Preparation — Chef, Dietitian, Baker, and Cook Training" 227

Ralph Theurer, Buffalo Public Schools, Erie Co. Phone 842-4652

Pupils in the Quantity Foods course at Emerson Vocational High School, Buffalo, receive special training for employment as chefs, dietitians, bakers or cooks. The program includes preparation of food for student cafeterias and involves baking, salad and dessert preparation, and a variety of main course items. Placement of graduates in the trade is handled and recorded by the teacher.

"Total Vocational Program of Thirty-four Trades" 228

Ralph Theurer, Buffalo City Schools, Erie Co. Phone 842-4652

The vocational program in the Buffalo Public Schools offers training in 34 trades. Students at the end of 8th and 9th grade are selected and trained for entrance in skilled trades, including a broad spectrum of courses: automobile, aviation, and marine mechanics; printing; electrical trades, machine shop practice; building trades; horticulture; baking; painting; wood working and finishing; upholstering; drafting; food preparation; welding; advertising art; beauty culture; business; clothing; foods; practical nursing; advertising and industrial design; building construction and design; electrical, mechanical, and industrial chemistry.

"School To Employment Program (STEP)" 229

Robert A. Gourlay, Clarence Central School District, Erie Co.

Phone 759-8311

Students involved in the Clarence Central School to Employment Program (STEP) have all been identified as potential dropouts. The adjusted school program offers them the possibility of work experience combined with additional guidance services. To teach students values toward school and the community which will allow them to return to the regular academic work is the goal of the program.

"Student Pilot Aviation Ground School Course" 230

Marcus J. Michalakes, Clarence Central School, Erie Co.

Phone 759-8311

A civil aviation ½ credit elective course at Clarence Central School is intended to provide guidance for those interested in flying and related areas and to serve to stimulate qualified students to pursue a career in aviation. The program in its entirety is presented from the pilots view point and presents ground instruction for high school students interested in learning subject areas necessary for a private pilot's license. Some questions concerning topics of the course are: What should the background training be? What skills must be mastered to gain flight proficiency? What physical attributes are necessary? Where can interested students go to obtain training and how much must one be prepared to invest to achieve desired results in time and money?

"Expansion of Business Education to Meet Local Employment Needs" 231

Alfred L. Colburn, Cuba Central School, Allegany Co. Phone 968-2650

The training of business students to more adequately fulfill the requirements of local concerns was a recognized need by the Cuba Central School. Expansion of the staff and classroom facilities with emphasis on upgrading typing and other skills, familiarizing students with office procedures, and training in use of business machines were a part of the program.

"Development of New Agricultural Education Curriculums" 232

Paul Emerling, Griffith Institute and Central School, Erie Co.
Phone LY 2-2851

A survey of local businessmen indicated a need for vocational training in agriculture-related occupations for students at Griffith Institute and Central School. New curriculums in agriculture, other than farming, included ornamental horticulture, conservation, agricultural mechanics, agricultural business and food processing. In the program, freshmen explore clusters of related jobs, including lab work in each of six occupations. If students select a particular job area, he can specialize in continued study and major in that vocational area.

"Vocational Training in Food Service" 233

Abraham Cutcher, North Tonawanda City School District, Niagara Co.
Phone NX 4-3200

North Tonawanda was requested in 1965 to participate in a pilot program for the State Bureau of Home Economics, which includes in its revised curriculum a course in training for food service occupations – Home Economics 13. The classroom and school lab work is conducted daily by a teacher certified in vocational home economics, in a program aimed at average or below-average girls in grades 11 or 12. The course of study includes preparation in knowledge, skills and attitudes toward work in food preparation and service occupations. After a month or more, pupils who are ready for a supervised work experience are placed in jobs.

"Half Unit Courses in Industrial Arts" 234

Harold E. Keech, Starpoint Central School, Niagara Co.
Phone 434-8891

All industrial arts courses in grades 9-12 at Starpoint Central School are organized on a ½ unit basis. The plan has enabled students who are not industrial arts majors to elect shop work a semester at a time. Any sequence can be followed after the first ½ unit in each area (wood, metal, etc.), when General Shop is incorporated. The material in shop courses at the 7-9 level is closely integrated into the 10-12 courses to avoid duplication.

Science

"Large Group Instruction and Team Teaching in Chemistry" 235

Robert Pomeroy, Amherst Central High School District, Erie Co.
Phone 837-7666

Students from the upper half of the 10th, 11th and 12th grade academic level at Amherst High School participate in a team teaching instructional approach to chemistry. The six periods per week provide a variety of teaching techniques, with the entire group meeting for four periods in the auditorium for lectures, films, demonstrations, and testing. One period per week is planned for recitation and one period for laboratory experiences, both in small groups of about 16. The plan requires superior preparation and coordinative efforts on the part of the instructors, but is felt to provide excellent student preparation for the later experience of college work.

"Biology Seminars to Meet New Syllabi Requirements" 236

Norman W. Johnson, BOCES, First Supervisory District, Erie Co.
Phone 634-6800

The BOCES of Erie No. 1 has developed biology seminars to aid in teacher preparation for the new syllabi. This involved the preparation of a series of laboratory experiments and materials in the areas of the microscope, origin of life, metabolism, growth and reproduction, and heredity. In-service credit was given teachers who participated in the four hours of class work and two hours of outside reading a week.

"Advanced Physics for College-Bound Students" 237

George Kuhn, Bolivar Central School, Allegany Co. Phone 928-2561

An advanced physics course is offered at Bolivar Central School for college-bound students. Since its inception in 1962, this has proved to be valuable background for college work.

"Field Trip - Centered Summer Science Classes" 238

V. S. Marciszewski, Friendship Central School, Allegany Co.
Phone 973-3311

A summer science program at Friendship Central School was designed so that interested students would have an opportunity to view various aspects of biology, earth science and astronomy in the field. Audio-visual aids and laboratory equipment were purchased for use in the school classroom to reinforce learnings provided by field trip experiences. Transportation difficulties encountered in scheduling trips during the school year were minimized because of the availability of buses during the summer. A shortage of available materials to use on a multi-level grade basis was found to be a problem.

"Chemistry III Course of Study as Vocational Pre - Requisite" 239

J. Leland Anderson, Griffith Institute and Central School, Erie Co.
Phone 592-2851

A need was felt for a course in chemistry designed for students planning a non-degree nursing program or two-year technical training. Griffith Institute and Central School teachers spent time during the summer to prepare what was designated the Chemistry III course of study, particularly appropriate for the non-science major who wishes chemistry as an elective.

"Life Science Course for Students not College-Bound" 240

John Hansel, Royalton-Hartland Central School, Niagara Co.
Phone 735-3651

A Life Science course has been designed at Royalton-Hartland Central School for those students who do not plan to go on to higher education. The course content combines the biological and physical sciences along with first aid and enables many students to meet certain job requirements in science who might ordinarily not succeed in regular biology courses.

"In-service Program and Development of Curriculum in Social Hygiene Education"

241

Adolph J. Kapuza, Tonawanda City Schools, Erie Co. Phone 694-2600

The purpose of an in-service program in social hygiene education in the Tonawanda City Schools was to provide teachers of secondary science with a background knowledge in preparing them technically and emotionally for the task of teaching both subject matter and positive attitudes toward sex. Social hygiene topics included sex education, narcotics, alcohol and tobacco. Following the in-service training six nurse-teachers devoted time to developing a curriculum guide, which included a statement of philosophy, objectives, course outline, vocabulary, suggested procedures, film titles, and supplemental instructional materials. Principals, guidance counselors, school nurses, and consultants were involved as needed. Because of the nature of the current program and developmental stages of 7th and 10th graders, efforts focused mainly upon those grade levels.

"Sex Education in the Curriculum"

242

Roger W. Hancher, Union Free School District No. 1 (Kenmore).
Erie Co. Phone TR 7-6800

Eighth grade pupils in the Kenmore Public Schools have "social hygiene" or sex education incorporated in their biological science program. A unit on human reproduction has been added to the regular unit on reproduction and venereal disease is studied as part of the unit on disease. A parents meeting is conducted where the program is explained and parents are encouraged to supplement the school work. Bibliographies of available literature are also provided.

Social Studies

"Large Group – Small Group Instruction in American History"

243

Roy L. Reed, Alden Central School, Erie Co. Phone 937-9116

A first attempt in large group-small group instruction at Alden Central School involves two large group sessions and three small group sessions per week in American history. Two teachers share responsibility for lectures and small group meetings. Early planning included visits to other schools in the area and attendance at the National Council of Social Studies convention to learn more about team teaching.

"Large Group Instruction and Team Teaching American History"

244

Robert Pomeroy, Amherst Central High School District, Erie Co.
Phone 837-7666

The American History program at Amherst Central High is based on the Trump plan of team teaching. Large group presentations, three sessions a week, consist of lectures, team teacher discussion, films, student panels, recordings, and film strips. Seminar sections, meeting twice weekly, have an average of 17 and are based on structured discussion activities pertaining to the unit content and large group presentations. A third phase of the Trump plan calls for individual study and research, with students directed to read original documents and scholarly works in the reading room of the library.

"Experimental World Regions Course" 245

William Dowd, Buffalo Public Schools, Erie Co. Phone 842-3187

An experimental interdisciplinary world regions course has been planned for 9th grade social studies pupils in the Buffalo Public Schools. The program was developed as a result of dissatisfaction with the present course and focuses on the history, economics, government, geography, and sub-Saharan Africa.

"A High School Course in Psychology" 246

Miss Marie Gerace, Buffalo Public Schools, Erie Co. Phone 837-5747

A course in psychology and the related subject areas of philosophy and sociology has been developed at Bennett High School in Buffalo. Able college-bound students can elect the course, with a prerequisite of biology preferred. Participating students have expressed the feeling that it has enriched their high school program and provided a broader outlook and deeper understanding of the biological and social sciences.

"Large Group Instruction in American History" 247

Lloyd Miller, Buffalo Public Schools, Erie Co. Phone 836-7111

All junior and senior honor students in American History I and II courses at Bennett High School assemble twice weekly in lecture hall, with the remaining periods retained for small recitation groups. The large group lecture has enabled the instructor to periodically call upon guest lecturers from local colleges and universities to supplement the teaching program. The practice also serves the students as preparation for advanced placement exams and the lecture system common to the college campus experience.

"Psychology Elective in Secondary Education Curriculum" 248

Robert Kusneske, Lockport City Schools, Niagara Co. Phone HF 3-2627

Students with above average ability are encouraged to elect a senior high psychology course offered in Lockport Public Schools. Planned to broaden opportunities for general education, the course is presently open to students in grades 11 and 12 and has a major objective that of helping the student achieve self-understanding. A limitation has proved to be the availability of a text written at the level of the students involved; however, professional consultants were utilized in developing suitable course content.

"One Semester Senior Economics Course" 249

Robert E. Sudlow, Medina Central School, Orleans Co. Phone 798-2700

Above average or advanced students at Medina Central Schools can take a semester course in economics during their senior year. A local syllabus has been prepared and about 25 students are presently enrolled in the program.

"One Semester Sociology Course" 250

Robert E. Sudlow, Medina Central School, Orleans Co. Phone 798-2700

Above average or advanced seniors at Medina Central School can elect a one semester course in sociology. An individual teacher was assigned to prepare a local syllabus as a course of study and evaluation is to be performed through informal reports of teachers, students, and administrators.

"New State Program in 11th Grade Social Studies" 251

John J. Hanssel, Royalton-Hartland Central School, Niagara Co.

A desire to change from a two-year American History course to a one-year course prompted the development of units for a new program in third year social studies. Significantly different is the thematic approach to the course and use of various resource books and audio-visual aids instead of a basic textbook. All 11th graders participate except students with I.Q.'s ranging between 75-90.

"Problems of Democracy Course for Able Students" 252

C. E. Sivearingen, Southwestern Central School, Chautauqua Co.
Phone 483-1183

A team-teaching approach is utilized in a "Problems of Democracy" course at Southwestern Central School. Designed primarily for the college bound senior the course involves the fields of English, sociology and economics. Resource people in the community contribute to the program in addition to four team teachers. A new large group instruction room has proved helpful, as well as extensive use of BOCES and other rented films. Paperback books with an emphasis on sociology and economics are distributed for summer reading.

Elementary and Secondary Education

Art, Drama, Music

"Project Curtain Call - Live Theatre for Disadvantaged Children" 253

Seymour B. Abeles, Buffalo Public Schools, Erie Co. Phone 842-3179

A series of plays, professionally produced, directed, and acted, are involved in Project Curtain Call. Economically disadvantaged children in the Buffalo city target area schools, both public and parochial, see three plays during the school year — two within their own school and one at the Studio Arena Theatre — as a result of the project. Teachers receive study guides for pre-program and post-program discussion and activity.

"Gallery Display of Public School Art" 254

John M. Gaulord, Buffalo Public Schools, Erie Co. Phone 842-4698

Pupils from every grade level in the Buffalo Public Schools submitted art work to a screening committee of teachers for display at the Albright-Knox Art Gallery. The two-day exhibit attracted nearly 6,000 visitors and included the works of over 500 students.

"City-Wide Buffalo Philharmonic Orchestra Youth Concerts" 255

Carroll C. Geiger, Buffalo Public Schools, Erie Co. Phone 842-2353

Eight Philharmonic Orchestra concerts are presented in Kleinhans Music Hall throughout the year, with 3000 children of all cultural backgrounds attending each concert. Symphonic and classical music is presented as a listening experience to the children, with the hope that this will aid in building a potential audience of adults as well as contributing to the cultural advancement of the community.

"Festival of the Arts—An Exhibition of Creativity" 256

Coletta M. Girard, Buffalo Public Schools, Erie Co. Phone 884-0114

The Festival of the Arts was designed for educationally disadvantaged students as a culminating activity in the form of an exhibition of creative work at Woodlawn Junior High School. The two major goals were as follows: (1) Motivation — every student was encouraged to engage in some phase suited to his abilities to afford him an opportunity to experience successful achievement (2) Self-image enhancement — this was needed because of the defacto segregation and its effects upon the school population. Success of the activity was evidenced by the expression of pride and attitudinal changes observed on the part of students, faculty and parents.

"Cultural Enrichment Through Art Appreciation Activities" 257

V. S. Marciszewski, Friendship Central School, Allegany Co.

Phone 973-3311

Exploration of art media such as weaving, pottery, and jewelry-making, and oil painting, together with the purchase and display of famous reproductions in Friendship Central School have stimulated a greater awareness and appreciation of art in grades 2-8. Further individualized instruction has been provided for interested students in summer art classes.

"Creativity through Christmas Projects" 258

Dr. Robert Robinson, Starpoint Central Schools, Niagara Co.

Phone HF 4-8891

Special art materials have been made available to teachers and pupils at Starpoint Central Schools during the Christmas season. The crafts activity provides special opportunity to pupils for creative expression and aesthetic experience in a high interest area. The spirit of service is encouraged through making family gifts and enhancing the school environment through the decorative arts.

"Piano Instruction in a Laboratory Setting" 259

A. Cohen, Union Free School District No. 1 (Kenmore), Erie Co.
Phone 877-6800

Talented and interested children whose economic background would not afford them the opportunity of instruction in piano have particpated in a program initiated at Kenmore schools. The program was developed as a part of a Study-Enrichment Center project and provides six weeks of instruction and supervised practice on a daily basis of one-hour sessions. The piano classes are instructed by music teachers who have studied the new techniques involved in use of the electronic piano laboratory. Evaluation has indicated that achievement levels of pupils in the 6-week program were significantly beyond that ordinarily attained in individual private study, both in skills and theory comprehension. Progress on orchestral instruments has also been rapid for those who have begun such study.

Athletics

"The Public School Athletic League and Intramural Program" 260

William McColgan, Buffalo Public Schools, Erie Co. Phone 842-4676

Boys and girls in grades 4-9 of the Buffalo Public Schools participate in a modified inter-school program through the Public School Athletic League. With leagues organized on a height and weight basis to equalize competition, the activities include basketball, softball, and swimming for boys and track and field activities for boys and girls. The Public School Athletic League inter-school activities are an outgrowth of the intramural program and have been valuable in fostering good relationships among several racial and cultural groups in the city.

Foreign Language

"Continuing Program of French/Spanish Instruction" 261

George Constantou, Cleveland Hill Schools, Erie Co. Phone FF 6-7200

Instruction in French or Spanish is begun in alternate years at the 4th grade level, with study continuing in that language through high school at Cleveland Hill. The aural-oral approach is used, with some attention given in grade 6 to basic reading in the foreign language. An effort is made to correlate language study with the children's study of geography and foreign customs. Audio-visual aids such as tapes, records, filmstrips and movies are used when appropriate.

"Foreign Language Instruction in Grades 5-8" 262

Kathryn L. Johnson, Alden Central School, Erie Co. Phone XF 7-9116

Coordination of the Alden Central School language curriculum has resulted in a vertical sequence of learning starting with grade 5. On the advice of the State Education Department and consideration by administration and language teachers, daily sessions were initiated for 7th and 8th grade students with the language lab available for each session. Students in grades 5 and 6 meet less frequently, but also share in the use of the language lab facilities.

"Spanish Instruction in Grades 5-8" 263

Leon H. Swartout, Fillmore Central School, Allegany Co. Phone 567-2251

Beginning Spanish instruction is offered as an enrichment program to students of above average abilities in grades 5-8 at Fillmore Central School. The need for challenging and enriching experiences for outstanding pupils stimulated the innovation.

Grouping Practices

"Grouping Innovations in the Educational Program" 264

Robert W. O'Donnell, Allegany Central School, Cattaraugus Co.
Phone 373-0060

Several innovations relating to academic teaching and grouping of students have proved feasible at Allegany Central School. Grouping has been practiced at all levels for over 18 years. Two-track elective courses include Gen. Math, Non-Regents Biology, and Non-Regents Chemistry for the lower track and Physiology I and II, Problems of Democracy, Economics, Probability and Statistics, Analytical Geometry, and Creative Writing for the better students. There is an accelerated 8th grade for selected students with 8th and 9th General Science completed in the 8th year and Earth Science, the 9th. National Honor Society has been established for 18 years and, at that time, was an innovation in the area which lent prestige to learning..

"Class Grouping by Reading Level" 265

George Kuhn, Bolivar Central School, Allegany Co. Phone 928-2561

Grades 1-8 are grouped homogeneously at Bolivar Central School according to the reading level of each student. The plan has shown a number of benefits for a school of this size with an enrollment of over 400 pupils.

Guidance

"Identification and Guidance of Talented Indian Youth" 266

Mrs. Jean Strickler, Akron Central School, Erie Co. Phone 542-5416

A talent search project is being conducted through the Akron Central School for the benefit of the Indian students from the Tonawanda reservation. With the cooperation of a psychologist, social worker and guidance person, records are surveyed in relation to course selection and academic success and data gathered on motivation and guidance of Indian students and parental and student goals and expectation. Educational field trips, home visits, and provision for study facilities at the Reservation Community House have provided added benefits.

"Early Detection Program by Visiting Teachers" 267

Dr. Louis Gitin, Buffalo Public Schools, Erie Co. Phone 842-2381

In cooperation with the Buffalo Youth Board, two visiting teachers are assigned to render a specialized service to children from culturally-deprived areas. The underlying philosophy is that preventive measures taken during the incipient stages of child development will be most effective in the prevention or reduction of delinquency. A subjective evaluation of the program indicates that families not ordinarily seeking help from social agencies are being reached, early referrals are brought to the attention of visiting teachers before becoming serious problems, and considerable improvement in attitude and behavior of pupils was noted where visiting teachers had been involved in the cases.

"Higher Horizons — Guidance for the Disadvantaged" 268

Herbert Reif, Griffith Institute & Central School, Erie Co.

Phone 592-2851

Because it was felt that the traditional guidance program was not reaching the segment of the school population described as educationally disadvantaged and culturally deprived at Griffith Institute and Central School, an experimental program called "Higher Horizons" was provided. The program had certain objectives: keep the student in school; make him aware of opportunities available to him; obtain the maximum of his potential; elevate his aspirational level and instill values and goals more acceptable to society. A series of private interview sessions, group discussion, testing and evaluation, parental conferences, field trips of a cultural and vocational nature, and an abundance of literature and information available in the guidance suite have aided in the implementation of the program.

"Talent Search Project for Underachievers" 269

Clair Wescott, Salamanca Central School, Cattaraugus Co.

Phone 945-2400

Project Talent Search at Salamanca Central School is concerned primarily with educationally disadvantaged pupils, potential dropouts, and underachievers. The objectives of the program are to increase the interest and desire to obtain a high school diploma and additional education, to stimulate more regular attendance and better achievement in school, to improve relationships with peers and teachers, to seek areas of interest and ability, and to encourage the potential of pupils in the project through extension and intensification of guidance services in broadening and enriching their horizons.

Language Arts

"Expanded Language Arts and Dialect Project" 270

Ouida H. Clapp, Buffalo Public Schools, Erie Co. Phone 842-3628

An improved teacher-pupil ratio in language arts classes through the addition of teachers to each school faculty was an initial step in implementing a Buffalo Schools language arts project. Audio-visual aids and play-back equipment were utilized in converting each classroom into virtual laboratories for the teaching of writing and improvement of oral language skills of educationally deprived children. Special emphasis was placed on remediating the dialectical disadvantages suffered by the majority of these students.

"Remedial Reading Program in Inner City Schools" 271

Mrs. Frances Walsh, Buffalo Public Schools, Erie Co. Phone 842-2841

Pupils recommended by classroom teachers and principals in target area schools are included in a remedial reading program. Its design is that of a tutorial situation, with approximately six children every 30-40 minutes, six different classes daily, for five days a week. A 5-day orientation session for teachers is conducted by reading specialists to give a background in methods and materials for work with remedial classes. Inservice meetings are held to upgrade the program.

"Program in Reading Improvement" 272

Mrs. Miriam Kay, Cleveland Hill Schools, Erie Co. Phone 836-7200

Educationally disadvantaged children in grades 1-12 at Cleveland Hill schools who are of average ability but below grade level in reading participate in a three phase program. The reading improvement program, mainly corrective in nature, functions as one teacher works with selected individuals in each of three buildings for three days each week. High interest — low vocabulary reading text at various levels, card games, puzzles, sets of graded materials, and easy reference materials were kept in reading classrooms for use of students in the programs in preparing assignments for content classes.

"Remedial Program for K-12" 273

Helen L. Davis, Cuba Central School, Allegany Co. Phone 650

Pupils having reading problems have been referred by the guidance officer, psychologist, teachers, or through diagnostic tests for scheduling in remedial instruction in developing reading skills. Now implemented in grades 1-8 at Cuba Central School, extension of necessary help is planned to include K-12.

"Poetry Anthology by K-12 Students" 274

Peter C. Jalos, Kenmore Public Schools, Erie Co. Phone TR 7-6800

Through school experience during the year all pupils from K-12 in the Kenmore Public Schools are encouraged to write original poetry. These poems are screened by committee, and those which demonstrate exceptional merit are collected in a yearly anthology which is widely distributed. The value of the program has been attested to by teacher and student enthusiasm and participation, citation from the Commissioner of Education, the State Education Department, and unsolicited responses from prominent educators.

"Project READ Diagnostic Services" 275

Mrs. Nancy Howlett, North Tonawanda City Schools, Niagara Co.
Phone 695-2530

Pupils having difficulty in learning to read in North Tonawanda City are served through diagnostic services provided in a reading center. Designed also to aid the classroom teacher in helping these students, the program provided diagnostic services and individual and group instruction. A 12-passenger bus is used in transporting children to the center, which is equipped with specialized reading machines, developmental high interest — low readability texts, and study courses.

"Utilization of Full-Time Developmental Reading Teacher" 276

W. W. Albro, Rushford Central School, Allegany Co. Phone 437-3751

A full time developmental reading specialist in Rushford Central School works with classroom teachers and instructs small classes of students exhibiting a need for remedial help in reading. A reading machine and assignment of a special room for reading were required for the program.

"Formation of Corrective Reading Centers for Disadvantaged Readers" 277

Alfred Gordon, Tonawanda City Schools, Erie Co. Phone 694-2600

Pupils handicapped by reading difficulties from grades 1-12 in both public and parochial schools are served through five corrective reading centers in the Tonawanda City Schools. Outstanding classroom teachers with a particular interest in the field of reading were given extensive specialized instruction, with university consultants utilized in the in-service programs. Specialized equipment and additional graded reading material added to the facilities of the reading centers.

Library

"Improvement of Library Facilities for K-12" 278

Mrs. Dorothy Sortore, Belmont Central School, Allegany Co.
Phone 7244

At Belmont Central School improved library facilities for all grade levels were made possible by remodeling a former storage room to serve as an elementary library, placing additional shelving in the library serving grades 7-12, and constructing a new book-work room accessible to the library. New books were purchased for fields with inadequate collections and additional library furnishings have improved the facilities available for students.

"Regional Library and Instructional Resources and Technical Services Center" 279

Otto J. Stewart, BOCES, Orleans-Niagara Co. Phone 798-1876

The cost of processing books, normally $1.50-$2.00, has been reduced to $1.00 per book through the Medina BOCES system which handles 50,000 volumes a year. Expansion of the system has been from one serving three schools to a present 18. The assembly line method effects a considerable savings to participating schools, as well as getting books into the hands of children more rapidly.

"Library Improvement with Emphasis on Core Area Schools" 280

Evelyn Didas, Buffalo Public Schools, Erie Co. Phone 842-3177

Buffalo Public Schools have felt a great need for upgrading library facilities. Available federal funds have made it possible to increase the quality and quantity of book collections, with special emphasis being given to target area schools, both public and non-public. Teachers and librarians participate in the selection of library books with the help of the ESEA Title II planning guide. In-service workshops are planned for personnel handling the library materials in the elementary schools.

"Library Resource Center for Individualized Instruction" 281

Richard Stotz, Portville Central School, Cattaraugus Co.
Phone 933-8701

The librarian at Portville Central School, assisted by an aide, works with small groups of chidren needing special help in academic subjects. A special room available to these groups and a wide variety of media is utilized in enriching the background of the students requiring assistance.

"Improvement of Reading Integrated with Improved Library Services" 282

Bruce T. Forness, Richburg Central School, Allegany Co. Phone 928-1380

At Richburg Central School a program has been designed which includes a reading specialist working with students of below level reading ability and an accompanying improvement of library services. This combination of specialized instruction plus supplementary filmstrip, records, and books points toward a successful program of reading improvement.

Math and Science

"Coordinating the New Math in Grades K-8" 283

Mrs. DeEtte Chamberlain, Belfast Central School, Allegany Co. Phone 365-2248

In-service training by a mathematics specialist in a workshop experience has enabled teachers in the Belfast Central School to integrate new math concepts and improve the quality of insruction in grades K-8, eventually facilitating math education at the high school level. Books, films, and other visual aids help teachers and students alike in enriching their background in mathematics.

"Remedial Mathematics for Inner City Schools" 284

Donald W. Anderson, Buffalo Public Schools, Erie Co. Phone 842-2841

Underachievers in the target area schools of Buffalo are given remedial instruction in mathematics. Groups of six pupils, grades 2-8, are placed in a tutorial situation where math difficulties are diagnosed and an attempt made to deal with their problems. Pupils are recommended by classroom teachers and principals; significant gains have been reported in improved self image, acceptable attitudes toward mathematics and mathematical skills and understanding.

"Experimental Program in Elementary Science" 285

Leonard Weiss, Cleveland Hill Schools, Erie Co. Phone TF 6-7200

Pupils in grades K-4 at Cleveland Hill Schools are participating in an experimental program in elementary science, with half of the total student body serving as a control group. In the experimental program, the primary teachers administer a materials-centered approach to science. This involves experimentation and manipulating simple equipment in order to enable the student to observe, infer, predict and draw conclusions. These activities will form the basis for later activities both in this program and in junior and senior high school. It is hoped that with this program the emphasis in science will be on methods and processes rather than the teaching of facts.

Other Remedial or Enrichment Programs

"Program of Supervised Evening Study" 286

Harold Johnson, Akron Central School, Erie Co. Phone 542-5416

Students in the Akron Central School Talent Search Project are provided with an opportunity for supervised evening study. Grades 7-12 are involved, with a primary emphasis on the subject matter areas of English and social studies. Transportation is provided to the Community Building, with two teachers driving a 13-passenger bus to pick up the students. Evaluation will be affected through a comparison of student achievement at the end of the school year and by student and parental reaction to the program.

"Remedial Instruction for Educationally Deprived Children" 287

Robert K. Aronson, Angelica Central School, Allegany Co.
Phone 466-7601

Children at Angelica Central School not achieving up to their ability level generally were found to come from homes both educationally and financially disadvantaged. Through a program of remedial instruction, they were exposed to an environment conducive to learning. This was accomplished through books, weekly readers, library facilities, audio-visual aids, much needed individual attention and exposure to various learning situations in their field trips. The primary aim of the program was to strengthen the students' weak areas in reading and math through using different approaches.

"Afternoon and Evening Remedial and Enrichment Program" 288

Frank Ricigliano, Buffalo Public Schools, Erie Co. Phone 842-2841

Pupils in grades 4-8 benefit from the remedial and enrichment programs offered in Buffalo Public Schools. Afternoon sessions are devoted to remedial reading and arithmetic, art, music, physical education, swimming and industrial arts. The evening program offers art, music, industrial arts, physical education, home economics and swimming. Qualified teachers provide the enrichment instruction aimed at underachievers and culturally deprived children.

"Upgrading the Educational and Cultural Level of Economically Deprived Children" 289

H. Alfred Brush, Scio Central School, Allegany Co. Phone 593-5510

Designed to promote physical, mental and aesthetic activity in students from economically and culturally deprived homes, a special program at Scio Central School stressed the areas of math, reading, art and music. New elementary art and library facilities, art reference and developmental reading books, and additional staff personnel were required in carrying out the objectives of the project.

"Niagara Frontier Course as an Enrichment Program" 290

D. G. Carlson, Sweet Home School District, Erie Co. Phone 634-4730

The Niagara Frontier Course, an enrichment program for high-achieving 6-7th grade students, is designed to increase their knowlege and understanding of the Niagara Frontier in the area of education, industry, commerce, beauty, recreation, culture, history and government. By means of a "classroom on wheels," teachers provide pertinent information and answer questions while traveling to and from different places of interest. Instructors have a strong background and understanding of Western New York, supported by audio-visual materials, maps, brochures and other resource persons.

"Tutorial Services in a Study Area Environment" 291

Leslie L. Racz, Kenmore Public Schools, Erie Co.

The culturally and educationally disadvantaged in grades 4-6 and 7-12 are offered tutorial services in a study area environment at Kenmore Public Schools. The Study-Enrichment Center provides remedial help to students on an individual basis as well as providing enrichment classes in various areas for those interested in building a more complete background in particular curricular areas. Evaluation measures will include center attendance records, changed student performance and attitudes, and teacher and parent comment.

Summer Programs

"Developmental Reading Program for Grades 1-12" 292

Glen E. Bronson, Andover Central School, Allegany Co. Phone 478-4135

An intensive one month summer reading program for all students at or below grade reading level was planned at Andover Central School for grades 1-12. The concentrated approach utilized a variety of new equipment, materials and textbooks. The project also involved a cultural enrichment emphasis with several field trips included.

"Project Ready — A Summer Program for the Educationally Disadvantaged" 293

George E. Baldwin, Barker Central School, Niagara Co. Phone SY 5-3201

A summer program in grades K-8 at Barker Central School was aimed at the needs of the educationally disadvantaged. Reading, English, math, science, music, art, library, and field trips were included in the instructional program which emphasized background information and experiences as resources for learning. Home visits by the faculty were an important aspect of the project in improving home-school relationships and understanding.

"Summer Session in Reading Development" 294

James R. Watkins, Belmont Central School, Allegany Co.
Phone 268-7244

Deficient readers in Belmont Central School, 120 students in grades K-8, were divided into small groups and participated in a schedule of specialized reading instruction, physical education, art and music during a half-day summer session. A demonstration program for parents was well-attended and indicated enthusiastic support of the project.

"Summer School Program in Remedial and Review Work" 295

William Dowd, Buffalo Public Schools, Erie Co. Phone 842-3187

The Buffalo Public Schools operates summer classes in four high schools and a varying number of elementary schools. The program provides remedial reading instruction and remedial and review work in most high school subjects, as well as occasional remedial classes in grades 7-8.

"Field Trips for Inner City Children" 296

Gerald J. Hoffmann, Buffalo Public Schools, Erie Co. Phone NF 3-6946

Field trips to local places of interest area have been planned for educationally deprived children living in the target area in Buffalo, as well as more extensive travel in New York State and Canada for older youth during the summer months. Objectives of the field trip program were to: develop experiences to motivate learning, help children become acquainted with community resources, give children opportunities for social experiences leading toward better self control and citizenship practice, and to introduce new concepts that are related to those already developed. An informal evaluation concludes that the field trip afforded the children the opportunity to expand their experiences beyond the boundaries of their neighborhood and to draw upon these experiences in the classroom.

"Summer Swimming Program of Instruction" 297

William J. McColgan, Buffalo Public Schools, Erie Co. Phone 842-4676

With an average daily attendance of 3,616, the Buffalo Public Schools swimming program has provided instruction in the important skill of swimming to children of the area for many years. Certified teachers are employed to promote this physical activity with supervision at 21 indoor swimming pools. Public and private school students take part in the program with the average participant described as "a nine year old youngster who wants to learn to swim."

"Summer Program in Remedial Reading and Mathematics" 298

Mrs. Frances Walsh, Buffalo Public Schools, Erie Co. Phone 842-2841

Underachievers in the target areas of Buffalo are provided with a summer program in the diagnosis and remediation of mathematical and reading difficulties. Instruction is provided in a tutorial situation with groups of 15 pupils who are recommended by classroom teachers and principals. Classes are held in 28 public schools in the target area with parochial children also invited to attend. The schools were staffed by teachers experienced in working with the educationally disadvantaged, and the children come for six weeks on a voluntary basis.

"Summer Remedial Program" 299

Dayton Murray, Canaseraga Central School, Allegany Co. Phone 545-6421

A summer program in remedial reading for students in grades 3-8 at Canaseraga Central School has proved to have significant results. Testing showed grade level improvement of from eight months to two years in reading ability.

"Field Trips in a Summer Program" 300

Dale Briggs, Cattaraugus Central School, Cattaraugus Co.
Phone AL 7-3483

During a six week summer program for the economically and culturally deprived at Cattaraugus Central School, one field trip was planned for each week. The new experience provided the summer schools students included visits to the Zoo and Niagara Falls, a ride on the Arcade and Attica railroad, a tour of the local canning factory, and observation during the bean harvest. The field trips were a source of pleasure to the students and community comment was most favorable.

"Six Week Summer Program" 301

Dale B. Briggs, Cattaraugus Central School, Cattaraugus Co.
Phone AL 7-3483

The areas of reading, science, music, industrial arts, and library service were incorporated in the Cattaraugus Central School summer program. Noting that "Interest + Participation = Learning", the school sessions were planned for more worthy use of time during the summer, especially for the economically and culturally deprived student in need of academic help. Medical and dental check-ups were an important part of the program, which included grades 1-2, 5-6, and 7-9.

"Summer Program for Children of Migrant Workers" 302

Andrew J. Hawke, Dunkirk City School, Chautauqua Co.
Phone EN 6-1526

In an attempt to alleviate the academic problems of children of migrant workers, Dunkirk City School has conducted a summer program for these students. Services are provided by a doctor, nurse, librarian, and a teaching staff, with education and recreation in an informal atmosphere. English reading, art, music and physical education classes are planned. Difficulties encountered were in identifying and locating the children and in the continued problems of mobility.

"Summer Music and Art Program" 303

Leon H. Swartout, Fillmore Central School, Allegany Co.
Phone 567-2251

A summer music and art program aimed at the culturally deprived served 40-50 children, grades 5-12, at the Fillmore Central School. The music program was developed through furnishing instruments and lessons and organization of a summer school band. Field trips to art galleries and other cultural institutions and a program incorporating the various skills contributed to the summer art school.

"Summer Remedial Reading Program" 304

George Hussey, Frewsburg Central School, Chautauqua Co.
Phone 569-3255

All grades (1-12) at Frewsburg Central School were included in a remedial and developmental summer reading program. The courses were aimed primarily at the educationally deprived. Letters to parents and public information were included as part of the necessary planning.

"Summer Program for Academically Disadvantaged Children" 305

Carl N. Lyons, Gowanda Central Schools, Cattaraugus Co.
Phone 532-3325

Academic subjects in most areas were offered during a six week summer program at Gowanda Central School. Aimed at educationally deprived students from pre-school through grade 12, the program utilized elementary and secondary staff, audio-visual material from the BOCES, and review textbooks. Parental concern and cooperation, plus willingness of the staff, played a part in facilitating the project.

"Programmed and Small Group Summer Learning Experiences" 306

Charlotte M. Hannett, Kendall Central School, Orleans Co. Phone 798-2693

A summer session at Kendall Central School utilized programmed linguistic approaches to reading, along with multi-level, multi-sensory appeals to learning through small group instruction. Classes included pre-K and pre-1, 1 and 2, 3 and 4, and 5, 6, 7. Subject matter included language stimulation, reading development and phonics, with math and spelling emphasized at the higher levels. The program was particularly aimed at the culturally disadvantaged, the children of seasonally employed workers, or those needing remedial help. An attempt was made to create high interest learning situations through use of varied instructional materials by experienced teachers. Teacher aides made small group and individualized instruction possible.

"Summer Program for Children of Migrant Workers" 307

Patrick J. Hogan, Lake Shore Central Schools, Erie Co. Phone 549-2300

A core curriculum approach in a non-graded setting was used in a summer program for migrant workers' children at Farnham School, Lake Shore Central District. Ages ranged from 4½ to 15 years, with six groups formed. Each week a core topic such as communication, farms, transportation, or wild animals was selected with tool subjects and field trips developed through the area. One measure of success of the program was in terms of participation: 70 were planned for, 130 enrolled, and none dropped out, although attendance was voluntary.

"Summer Program in Corrective Reading" 308

Gordon Bianchi, Starpoint Central School, Niagara Co. Phone NX 2-1550

Children in need of reading skills improvement at Starpoint Central School were provided transportation to participate in an intensive five week program. The students, in grades 3-9 and of average or above average intelligence were given corrective reading instruction through use of graded reading materials and audio-visual aids such as overhead and filmstrip projectors, tape recorders and record player, and controlled reader. Evaluation procedures included alternate forms of original diagnostic tests, comparison of Iowa tests and N.Y. State Survey tests given before and after the program, change in general scholastic performance, and teacher and parent questionnaire.

Television

"Educational Television in the School Program" 309

James T. Miller, Olean City Schools, Cattaraugus Co. Phone 373-2660

All pupils served by the Olean City School System benefit from the educational television programming offered. Closed circuit television was originally instituted in the junior high because of the scarcity of modern foreign language teachers, but was broadened in that school to use in nearly all areas — science to guidance. Presently, all buildings in the school system have been wired to ETV and Olean City Schools receive programming as a subscribing member of the Allegany Educational Broadcast Council. Presentations are utilized in both the elementary and secondary program. Because scheduling has proved to be one of the greater problems, it is felt that a video tape recorder would be a worthwhile investment.

"Video Tape Series on Health and Safety Problems" 310

Dr. Daniel Weppner, Williamsville Central Schools, Erie Co.
Phone 634-5300

A pilot program for the development of health, safety and related areas as video taped programs is a project of Williamsville Central School. Designed to serve children in grades K-12, the program would initially cover such topics as Alcohol, Quackery, First Aid, and Smoking. Qualified community agencies will be utilized in developing programs to be presented in a study hall setting, with appropriate follow-up. The television programs are seen as a first step toward developing a complete instructional program in health education.

Special Education
Adults and Out of School Youth

"Basic Adult Education Classes" 311

Robert J. Duerr, Buffalo Public Schools, Erie Co. Phone 842-2378

A program in basic adult education in Buffalo is aimed at the 70,000 adults reported in the 1960 census who have less than an 8th grade education. Courses in reading, writing, arithmetic, and social studies are offered, with between 75-100 receiving eighth grade diplomas each year.

"High School Program for Unwed Mothers" 312

James M. Lang, Buffalo Public Schools, Erie Co. Phone 842-4696

Girls who are excluded from regular secondary schools because of pregnancy can attend classes in St. Augustine Center. Course offerings include English, social studies, mathematics, science, commercial subjects, and homemaking. The groups are small and classes are scheduled from 8:45 to 2:45. If a girl is still in attendance at the end of the year, she can take the final city or Regents examination and receive credit for the subject.

"Youth Manpower Development and Training" 313

Joseph T. Schmidle, Buffalo Public Schools, Erie Co. Phone 885-8972

Youths aged 16 through 21 who have been out of school for a minimum of one year are obtaining training through cooperative efforts of Buffalo Public Schools and the Manpower Development and Training Center. The occupational preparation center is planned to train out of school unemployed youth in one of 29 different occupations with sufficient added basic and remedial education to enable them to obtain and hold a job.

"Evening High School Program" 314

Ralph R. Thomas, Buffalo Public Schools, Erie Co. Phone 842-4680

Those youths 16 through 20 years of age who find it necessary to leave high school before graduation can work toward a diploma in the evening high school courses offered by the Buffalo Public Schools. Secondary school subjects are scheduled during the evening hours five days a week. The program is publicized through news releases, bus posters, and letters to all high school dropouts of the past year. Guidance personnel are available to evaluate the pupils' previous educational experience and to assist them in planning a program leading to graduation.

"Guided Observation for Pre-School Children and Parents" 315

Joseph D. Durdi, Cleveland Hill Schools, Erie Co. Phone 836-7200

With the aim of helping parents establish the best possible relationship with their children in the early years and to provide pre-school preparation for the child, a Guided Observation program has been established in the Adult Education Department at Cleveland Hill schools. Mothers and their four year olds go to school together one afternoon a week for two ten-week terms, with a certified kindergarten teacher and qualified lay leader as instructors. The program is viewed as highly successful in meeting goals of parents education in regard to the pre-school child.

"Sex Education Program for Parents" 316

Richard Szymanski, Sweet Home Central School, Erie Co.
Phone 634-4700

An adult program concerned with sex education in the home was planned at Sweet Home Central School. Interested parents attended the series which dealt with children's questions about reproduction, sex differences, and growing up. Qualified instructors, including a gynecologist, psychologist and health education teacher, presented information concerning human growth and development, with books and audio-visual materials as enrichment.

Handicapped Children

"A Full-Time Program for Mentally Retarded Children" 317

Kenneth Clicquennoi, Alfred-Almond Central School, Allegany Co.
Phone 276-2552

Students at Alfred-Almond Central School with an I.Q. range of 50-75 have benefitted from a full-time program at the intermediate level (grades 4-7). The long felt need was met when funds and space were made available; the variety of equipment provided includes stoves, sinks, refrigerator, sewing machine, workbench, and piano as well as special library books of high interest and low vocabulary content. Audio-visual aids also implement the program which will be evaluated in terms of attitudinal, intellectual, and personality development of the children involved.

"Integrated Classes for Blind and Partially Sighted Children" 318

Robert W. O'Donnell, Allegany Central School, Cattaraugus Co.
Phone 373-0060

A program at Allegany Central School for blind and partially sighted children was begun at the suggestion of the State Education Department. A special teacher trained in Braille and Sight-Saving works with these students at least one period a day, but most classwork is integrated with that of sighted classmates. A greater social adjustment on the part of the blind children has been observed as a result of the integrated learning situation, and bring the benefits of a regular program into their education.

"Educational Program for Mentally Retarded Pupils" 319

Dr. Alice C. Brown, Buffalo Public Schools, Erie Co.

Phone 842-2373

An educational program based on the developmental and functional needs of educables (I.Q. 50-75) and trainable (I.Q. 25-50) children is provided by Buffalo Public schools for all between the age of 7-21. Specialized personnel direct pupils and implement the program according to the needs of each child. Units of work and curriculum are in the process of being updated and developed with a school - work program operating in the community for secondary level pupils.

"School for Trainable Mentally Retarded" 320

Dr. Alice C. Brown, Buffalo Public Schools, Erie Co.

Phone 842-2373

Children ranging in age from 7-21 and with I.Q.'s of 25-50 who were formerly exempt from regular school are now learning in a program adjusted to meet their needs and abilities. Located in an attractively decorated and rehabilitated building in the center of the city, the facilities have expanded to include 164 children in 15 classes. General goals of the program are development of self-help, self-care skills, worthwhile leisure time activities, economic usefulness and social adjustment. Teachers are required to have special certification for teaching the mentally retarded.

"Cooperative Educational Program for Emotionally Disturbed Children" 321

John E. Paupst, Jr., Buffalo Public Schools, Erie Co.

Phone 842-2373

Teachers, instructional materials, and equipment are provided by the Buffalo Public Schools in a cooperative program with the Children's Aid Society in providing educational services for emotionally disturbed children. The 30 boys presently being served are of average or above average intelligence and in the primary or elementary grade levels. The program is essentially a half-way station before placing pupils in regular classes in home districts and is used as one of the teacher training centers for the State University College at Buffalo.

"Summer School Enrichment and Remedial Program for the Physically Handicapped" 322

Virginia G. Thornton, Buffalo Public Schools, Erie Co.

Phone 842-2360

The Buffalo Public School, which is staffed for educating the physically handicapped, has organized an enrichment and remedial summer program for all such children between the ages of 5-17. A kindergarten program for five-year olds and remedial and personal services were new features added to the regular summer school program. New staff included a guidance counselor, a teacher of the visually handicapped, a teacher of physical education, and two kindergarten teachers. The additional personnel has met the need for helping physically handicapped children before entering the special school at age 6, as well as guidance for older children having problems dealing with their physical handicaps.

"Tour of Washington, D.C., by Educable Retarded Students" 323

Paul Randell, Griffith Institute and Central School, Erie Co.

Phone 592-2866

Thirty-five educable mentally retarded junior and senior high level students at Griffith Institute and Central School toured Washington, D.C., as a special project. The experimental innovation provided a functional understanding of our country's heritage through observation and explanation and meeting with various national figures. The tour also provided an opportunity to observe student reaction to social situations covered in units of class work. These included budgeting, handling money, ordering food in a restaurant, personal dress, and hygiene, as well as language arts activities such as addressing post cards, making long distance phone calls, speaking with important people, and general conversation.

"Work Experience Program for Mentally Retarded Students" 324

Raymond Kissel, Niagara-Wheatfield Central School, Niagara Co.

Phone 731-3241

Educable mentally retarded pupils of senior high school age in Niagara-Wheatfield School participate in a work experience program. The schedule provides for half-day of classroom instruction including developmental reading and math, individual counselling, industrial arts or home economics, occupations and physical education; the other half day is spent as a work experience either in the school or community. The students involved have an I.Q. range of 50-75, and their continued voluntary participation after age 16 is seen as a measure of success for the program.

"Team Teaching for the Slow Learner in English 11 and 12" 325

Abraham Cutcher, North Tonawanda City School, Niagara Co.

Phone NX 4-3200

A year of planning and learning about the concepts involved with team teaching and the slow learner preceded implementation of a North Tonawanda City School program in English 11 and 12. In order to better meet the needs of pupils who had not succeeded in regents level English courses, which included both underachievers of normal I.Q. and students of 75-90 I.Q., a team approach was utilized. This involved a staff of three teachers working in a former schedule for two, using suitable audio-visual aids and textbooks of easy reading—high interest variety.

"A Comprehensive Secondary Program for the Slow Learner" 326

Robert E. Sudlow, Medina Central School, Orleans Co.
Phone 798-2700

A secondary school program at Medina Central School has been developed to meet the special needs of slow learners or the student with an I.Q. of 75-90. The 10-15% of students who are identified as slow learners are selected by standardized tests and a committee of parent, principal and guidance personnel. English and social studies form the core of the curriculum and all courses, including business, home economics and industrial arts, are geared to their ability level. Contributing factors in the success of the program are direct teacher supervision of all work, small size of classes, and exclusion of non-achievers (average I.Q., but failing) from the slow learner groups.

"Class for Emotionally Disturbed and Brain Damaged Children" 327

Madeleine Closser, Olean Public Schools, Cattaraugus Co.
Phone 373-1699

A special class has been established at Olean Public Schools for hyperactive children with emotional disturbances and brain damage. These children are characterized by perceptual disabilities, learning problems, hyperactivity, destructiveness, and severe behavior disorders. Psychologists and classroom teachers screen children for the program, which consists of sequential tutoring by one teacher in a self-contained classroom. The classroom is designed for low extraneous stimulus, with work materials involving primarily visual-motor and gross motor coordination, specially designed numbers, and reading materials with high stimulus content.

"Educational Services for the Emotionally Disturbed" 328

Anna Bentley, Ripley Central School, Chautauqua Co.
Phone 736-2021

A teacher with special skills and experience plus the rise of mobile classrooms has facilitated the establishment of educational services for the emotionally disturbed in Ripley Central School. Flexibility and individualization of instruction are the keynotes in the daily program of these children. Goals of the program include (1) an opportunity for the child to resolve his problems so that he may return full time to a regular classroom and (2) to develop effective procedures to identify these children in the early grades.

"Unified Learning Program for Slow Learners" 329

Nancy S. Knapp, Royalton-Hartland Central School, Niagara Co.
Phone RE 5-3651

Through testing and consultation with sixth grade teachers in the Royalton-Hartland Central School, students are selected for a unified-learning program for slow learners in the seventh grade. Pupil I.Q. ratings range from 75-90 and exclude the under-achiever. These children who have not achieved academic success benefit from the program designed especially for them. This include a 2 period block for combined social studies and English, and a one period block for math and science. Art and music are also planned for enrichment in the curriculum. It is hoped that potential drop-outs will be reached and adequately prepared for vocational school training.

"Homeroom Placement of Exceptional Children" 330

David M. Nelson, Salamanca Central School, Cattaraugus Co.
Phone 945-2400

Exceptional or "special class" children at Salamanca Junior High are placed in homerooms with their own age group and social peers. It is felt that homerooming in this manner, rather than on a completely self-contained basis, has caused much better acceptance and understanding of the exceptional children by both students and faculty.. The special class children benefit immeasurably by greater contact in school with their more normal peers.

"Work-Study Junior High Program for Mentally Retarded" 331

Mrs. Joan H. Harris, Tonawanda City School, Erie Co.
Phone 694-2600

Because teaching the mentally retarded in abstract is nearly impossible, instructors at Tonawanda City Junior High saw the need for actual work experience in teaching these students. Emphasis is on learning ways of choosing, getting and holding a job and proper work habits and attitudes necessary in the world of work by actual work in the cafeteria. As they are paid for their work, the students also learn to budget for purchases and to save for the future. Success of the program is evidenced in the acceptance by industry of those going through the program. All available students have been placed in hospitals, factories, cafeterias or restaurants.

"Development of Slow Learner or Pre-Vocational Program" 332

George R. Krahl, Wilson Central School, Niagara Co.
Phone RL 1-3141

Slow learners (students with an I.Q. level of 75-90), have been grouped at Wilson Central School in order to provide educational experiences more closely related to their needs and abilities. Necessary curriculum revision was done by faculty members during a summer work session. Evaluation will be measured on the basis of holding power and attitudinal change.

Pre - School Program

"Project Early Push for the Educationally Disadvantaged" 333

Mrs. Eunice J. Nicholls, Buffalo Public Schools, Erie Co.
Phone 842-3693

Project "Early Push" of the Buffalo Public Schools is an enrichment program for educationally deprived pre-kindergarten children. Under the guidance of certified teachers, children in groups of 15 each were provided with activities that fostered their oral language facility, appreciation of art and music, sensory perception, greater manipulative skill, large muscle development, creativity, and good health habits.

Pupils also had the benefit of medical and dental services, while visiting teachers aided in creating parental interest and involvement in the project. School psychologists administered intelligence tests and assisted in diagosis and understanding of difficult behavior and advised teachers on necessary guidance.

"Summer Pre-School Program" 334

Miriam E. Kay, Cleveland Hill Schools, Erie Co.

Phone 836-7200

Language experience activities were stressed in the Cleveland Hill Schools summer pre-school program. The program was designed to help prepare children for success in kindergarten and later school life, particularly in learning to read. Field trips and small group activities and experiences planned to develop skills and concepts basic to such success were included. Classroom teachers and aides worked with 12-15 children in each group with a visiting teacher supervising attendance and special activities as well as conducting parent conferences. A school nurse-teacher, psychologist, dental hygienist, and subject specialists formed the staff.

"Head Start Program for Pre-School Children" 335

Sarah Callagee, Dunkirk City School, Chautuaqua Co.

Phone EM 6-1526

Culturally and educational deprived pre-kindergarten children participated in the April-August Head Start program at Dunkirk. In addition to the director and four teachers, staff included a doctor, nurse, dental hygienist, and a psychologist. Parent cooperation was obtained through letters and meetings. Growth observed in the children included improved vocabulary and ability to communicate, expanded attention span, improved coordination, development of creativity, and greater self-confidence.

"Project Head Start" 336

Carl Fenwick, North Tonawanda City Schools, Niagara Co.

Phone NX 4-3200

Children eligible to enter kindergarten in September and whose family incomes indicate economic deprivation have been served through Project Head Start at the North Tonawanda City Schools. The program was essentially one of readiness for kindergarten with effort directed toward social development and health aspects such as is normally provided in more affluent homes.

"Pre-Kindergarten Program for Economically Disadvantaged Children" 337

Alfred G. Gordon, Tonawanda City School, Erie Co.

Phone 694-2600

Activities to enrich the background of children from low income areas, considered to be potentially disadvantaged, were planned in a pre-school program in the Tonawanda City Schools. Health and psychological services as well as nutritional lunches were provided for the children with parent participation and evaluation as a part of the total planning.

"Pre-Kindergarten Program for the Disadvantaged" 338

Leslie L. Racz, Kenmore Public Schools, Erie Co.

Pre-kindergarten classes were conducted at Kenmore Public Schools for the purpose of enriching the cultural backgrounds of children living in the disadvantaged area of the township of Tonawanda. Fully qualified teachers were employed to guide youngsters in their development through the use of educational toys, art materials, books, and audiovisual aids. A social worker involved the parents in the hope of achieving improved attitudes toward the necessity of education and provision of a more adequate home environment. A nurse teacher and dental hygienist conducted vision, hearing, and dental checks. The entire program was experiential in nature with an emphasis on individual guidance of youngsters in their acquisition of new knowledge and skills.

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